Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
Completed by Grants.gov upon submission.	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:
	NA

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: WestEd

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
94-3233542	0746538820000

d. Address:

* Street1:	730 Harrison Street
Street2:	
* City:	San Francisco
County/Parish:	
* State:	CA: California
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	94107-1242

e. Organizational Unit:

Department Name:	Division Name:
	Policy Center

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:		* First Name:	Marie
Middle Name:			
* Last Name:	Mancuso		
Suffix:			

Title: Co-Director, West Comprehensive Center

Organizational Affiliation:

WestEd

* Telephone Number: (b)(4)	Fax Number:

* Email (b)(4) ested.org

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Joint Powers Agency

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.283

CFDA Title:

Comprehensive Centers

* 12. Funding Opportunity Number:

ED-GRANTS-040419-001

* Title:

Office of Elementary and Secondary Education (OESE): Comprehensive Centers (CC) Program CFDA Number 84.283B

13. Competition Identification Number:

84-283B2019-1

Title:

Comprehensive Centers (CC) Program CFDA Number 84.283B

14. Areas Affected by Project (Cities, Counties, States, etc.):

R13_SEAs&States_Served.pdf | Add Attachment | Delete Attachment | View Attachment |

* 15. Descriptive Title of Applicant's Project:

Region 13 Comprehensive Center

Attach supporting documents as specified in agency instructions.

| Add Attachments | Delete Attachments | View Attachments |

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: `CA-012`   * b. Program/Project: `NM-003`

Attach an additional list of Program/Project Congressional Districts if needed.

| | | Add Attachment | Delete Attachment | View Attachment |

17. Proposed Project:

* a. Start Date: `10/01/2019`   * b. End Date: `09/30/2024`

18. Estimated Funding ($):

* a. Federal	8,237,155.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	8,237,155.00

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

☒ a. This application was made available to the State under the Executive Order 12372 Process for review on `05/24/2019` .

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

☐ Yes   ☒ No

If "Yes", provide explanation and attach

| | | Add Attachment | Delete Attachment | View Attachment |

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: `Mr.`   * First Name: `Michael`

Middle Name:

* Last Name: `Neuenfeldt`

Suffix:

* Title: `Deputy Chief Financial Officer`

* Telephone Number: `415-615-3136`   Fax Number: `415-565-3012`

* Email: (b)(4) `@wested.org`

* Signature of Authorized Representative: `Completed by Grants.gov upon submission.`   * Date Signed: `Completed by Grants.gov upon submission.`

State Education Agencies (SEAs) & States
Served by the Region 13 Comprehensive Center

SEAs	States	
Bureau of Indian Education	Arizona	Nevada
	California	New Mexico
	Florida	North Carolina
	Idaho	North Dakota
	Iowa	Oklahoma
	Kansas	Oregon
	Louisiana	South Dakota
	Maine	Tennessee
	Michigan	Utah
	Minnesota	Washington
	Mississippi	Wisconsin
	Montana	
New Mexico Public Education Department	New Mexico	
Oklahoma State Department of Education	Oklahoma	

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Marie		Mancuso	

Address:

Street1: 150 Washington Avenue

Street2: Suite 201

City: Santa Fe

County:

State: NM: New Mexico

Zip Code: 87501-2017

Country: USA: UNITED STATES

Phone Number (give area code)   Fax Number (give area code)

(b)(4)

Email Address:

(b)(4) @wested.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes   ☒ No   ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes   ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes   Provide Exemption(s) #:   ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No   Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

---

* APPLICANT'S ORGANIZATION

WestEd

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr.   * First Name: Michael   Middle Name:

* Last Name: Neuenfeldt   Suffix:

* Title: Deputy Chief Financial Officer

* SIGNATURE: Completed on submission to Grants.gov   *** DATE:** Completed on submission to Grants.gov

---

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action:	2. * Status of Federal Action:	3. * Report Type:
☐ a. contract	☒ a. bid/offer/application	☒ a. initial filing
☒ b. grant	☐ b. initial award	☐ b. material change
☐ c. cooperative agreement	☐ c. post-award	
☐ d. loan		
☐ e. loan guarantee		
☐ f. loan insurance		

4. Name and Address of Reporting Entity:

☒ Prime ☐ SubAwardee

* Name: WestEd

* Street 1: 730 Harrison Street   Street 2:

* City: San Francisco   State: CA: California   Zip: 94107-1242

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:

U.S. Department of Education

7. * Federal Program Name/Description:

Comprehensive Centers

CFDA Number, *if applicable:* 84.283

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: n/a   Middle Name:

* Last Name: n/a   Suffix:

* Street 1: n/a   Street 2:

* City: n/a   State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: n/a   Middle Name:

* Last Name: n/a   Suffix:

* Street 1: n/a   Street 2:

* City: n/a   State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* Signature: Completed on submission to Grants.gov

*Name: Prefix: Mr.   * First Name: Michael   Middle Name:

* Last Name: Neuenfeldt   Suffix:

Title: Deputy Chief Financial Officer   Telephone No. (b)(4)   Date: Completed on submission to Grants.gov

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

Name of Institution/Organization

WestEd

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	1,647,431.00	1,647,431.00	1,647,431.00	1,647,431.00	1,647,431.00	8,237,155.00

*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 12/01/2018 To: 11/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify): _____

The Indirect Cost Rate is (b)(4)

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____ %.

ED 524

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
WestEd		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

Optional - You may attach 1 file to this page.

| WestEd_RG13_Section427GEPA.pdf | | Add Attachment | Delete Attachment | View Attachment |

WestEd—GEPA (General Education Provisions Act), Section 427 Assurances

In accordance with Section 427 of the Department of Education's General Provision Act (GEPA), WestEd will ensure equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, gender, age, citizenship status, or disability to the programs and services offered through the proposed Region 13 Comprehensive Center.

WestEd will comply with all federal and state laws and regulations designed to ensure equitable access to all project participants and to overcome barriers to equitable participation. WestEd will take all steps necessary, whether by required notices, outreach activities, or otherwise, to achieve these goals. Examples of steps we will take to ensure equitable access include the following:

- All activities and events will comply with current Americans with Disabilities Act (ADA) regulations.

- Center staff will coordinate with LEA and SEA partners to arrange for translation or American Sign Language interpretation services as needed.

- All published materials will be 508 compliant.

- Audio proceedings of meetings and conferences will be disseminated, as needed, and archived webinars posted online for later retrieval.

- Information and consent documents will be translated into home languages of stakeholders as needed.

- Partner organizations will share WestEd's commitment to equity and non-discrimination and will work collaboratively to ensure that all individuals involved in the field have equal access to, and opportunity to participate in, project activities.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation

Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593(identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Completed on submission to Grants.gov	Deputy Chief Financial Officer
APPLICANT ORGANIZATION	**DATE SUBMITTED**
WestEd	Completed on submission to Grants.gov

Standard Form 424B (Rev. 7-97) Back

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)

- Research issues, hypotheses and questions being addressed

- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

> **You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

* Attachment: `WestEd_RG13_Abstract.pdf` [Add Attachment] [Delete Attachment] [View Attachment]

Project Abstract

This proposal presents WestEd's plan to operate the Region 13 Comprehensive Center (RG13CC) for the five-year period beginning October 1, 2019. Our approach to providing high quality technical assistance (TA) to Region 13—the Bureau of Indian Education, New Mexico and Oklahoma—builds upon WestEd's extensive knowledge of and experience in the region, and our successes and lessons learned over the past seven years operating the West Comprehensive Center. In response to the Region's needs, the proposed plan provides intensive technical assistance to build the human, organizational, policy, and resource capacities of the region's SEAs to implement and scale up evidence-based practices. Marie Mancuso, current Co-Director of the West Comprehensive Center, will serve as Director of R13CC and Dr. Lenay Dunn, current Associate Director of the Center on School Turnaround will serve as Associate Director.

Equity, access, and opportunity are common themes in Region 13 that will drive our work. We have met with SEA executive teams, reviewed state policies, ESSA consolidated state plans, and state corrective actions or audit findings to develop intensive evidence-based and outcomes driven assistance to the Region 13 SEAs, individually and collectively, to advance outcomes for educators and students, especially those that are most disadvantaged. Working closely with the National Center, the R13CC will identify trends, best practices and cost-effective strategies to make our work available to as many SEAs, REAs, LEAs, and schools in need of support as possible. Our proposed projects and 5-year TA plan directly relate to the absolute priorities including (1) ensuring equitable access to diverse, high-quality teachers, (2) increasing and improving learning opportunities for all students to close achievement gaps, and (3) rapidly improving low-performing schools. Our technical assistance will build relationships of trust with top SEA leaders, leverage existing initiatives and client assets; and will support

collaboration, selection of the best evidence-based approaches, reciprocal accountability, and the use of data for continuous improvement and the measurement of impact.

Our proposed activities support the competitive preference priority to increase access to effective principals and educators, a critical need in Region 13. For example, we propose a regional project to increase "grow your own" programs that recruit and support educators in local communities; a New Mexico project to revise their educator evaluation system to support professional growth; and an Oklahoma project to address the Oklahoma Teacher Shortage Task Force recommendations. We plan to support the competitive preference priority to increase access to choice for students in rural settings where options are often limited, including opportunities for work-based learning and advanced coursework to ensure rural and disadvantaged students are college and career ready. Our school improvement work will focus on diverse learners. In a region characterized by a strong and rich cultural heritage and large numbers of American Indian students and English learners, we propose increased support for culturally and linguistically responsive instruction and social and emotional learning to meet students' needs and close persistent achievement gaps.

WestEd and its contracted partners, the Academic Development Institute and the University of Virginia, bring a deep bench of highly qualified staff prepared to provide expert support for systems capacity building, continuous improvement, and professional guidance for selecting and implementing evidence-based practices so that SEAs, REAs, LEAs and schools can improve opportunities and outcomes for all students, especially rural and low-income students.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:** `WestEd_RG13_Proposal.pdf`

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Region 13
Comprehensive Center

Submitted to:
U.S. Department of Education

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Contents

Introduction

The *Every Student Succeeds Act* (ESSA) challenges states to provide equitable opportunities for *all* students to succeed in college, careers, and life. ESSA gives states greater flexibility to address this challenge in ways they deem best fit their context and needs, but it also presents greater responsibility to engage stakeholders in making informed decisions based on evidence. This shift in responsibility, along with rapidly changing workforce needs and expectations, has significant implications for state education agencies (SEAs), as Congress has primarily tasked them to lead ESSA implementation with broad stakeholder input and support. The capacity of SEAs to effectively lead ESSA implementation and address persistent problems of educational inequities and achievement gaps varies widely across the country and in many cases will require broad systems change. Many SEAs face this challenge with enduring constraints, such as changes in leadership and staff turnover, shifting political landscapes, and limited resources.

WestEd is pleased to submit this proposal as the Region 13 Comprehensive Center (R13CC), which includes the Bureau of Indian Education, New Mexico, and Oklahoma, and to illustrate why WestEd is best positioned to meet this region's needs. We have a highly skilled technical assistance staff and experience with each of these agencies. Our proposed WestEd Region 13 team currently serves New Mexico as its comprehensive center and has for the last two comprehensive center periods. We received supplemental funding from the U.S. Department of Education to serve the Bureau of Indian Education for the last two years; and several of our staff have provided technical assistance to the Oklahoma Department of Education in and outside the comprehensive center network. We will build on these experiences going forward. Our subcontractors, the Academic Development Institute (ADI) and the Darden School of Business at

the University of Virginia, will add value, expertise, and experience to our team. ADI has a long history supporting states and local education agencies (LEAs) in school improvement, in strategic project management, and in specifically working with districts and schools serving American Indian students. The University of Virginia's Darden School of Business is recognized nationally as one of the premier executive leadership programs in the country and our WestEd team has worked with them for over a decade, designing customized executive leadership programs for SEA chiefs and executive teams (Appendix A1: History Map SEA Executive Leadership). WestEd, well-versed in these states' educational goals and contexts and expert in providing customized evidence-based and outcomes-driven technical assistance, will provide the support these agencies need to engage in systems transformation focused on equity, access, and opportunity.

The project narrative includes four sections. ***Section A: Significance*** demonstrates how the technical assistance we plan to provide will lead to systems change and improvement. It begins with a profile of the region and its needs, and *how* we will address those needs — framing WestEd's overall approach to technical assistance as well as our logic model for the Region 13 CC (with references to the research that underlies the envisioned work). Section A also includes our plans to promote effective instruction in classrooms, through effective leaders and educators, and to promote educational choices, as stated in the Competitive Priorities.

Section B: Quality of Project Design describes the overall design of our work and how core components of our design: continuous improvement cycles, coordination, collaboration and communication will build the coherence required to impact outcomes. It displays the conceptual framework that represents the relationships between the Comprehensive Center (CC) and its clients in the continuous improvement process inherent in evidence-based decision making; the

ongoing efforts and resources we will build upon; and the collaboration and communication strategies we will employ to leverage and maximize partnerships, existing knowledge, and resources.

Section C: Quality of Personnel details the expertise, skills, and experience of key project personnel, as well as WestEd's demonstrated capacity to operate and manage a project of this scope. The quality of WestEd's staff has contributed to the past and current accomplishments of its comprehensive centers and will ensure the future success of WestEd's Region 13 CC. Plans to monitor and evaluate the work, including tracking goals, objectives, milestones, outcomes, and the (formative and summative) performance measures aligned to the logic model, are set forth in *Section D: Evaluation Plan.*

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Table A. Reviewer Guide for Region 13 responses to the Selection Criteria, Application Requirements, and Program Requirements

Section/Selection Criteria	Application Requirements	Program Requirements
A. Significance	1 – Needs 2 – Knowledge of ESSA Addl – Approach to intensive TA 4 – Research base 7 – Logic model	1 – Five-year TA plan (overview) with detail in Appendix
B. Project Design i. conceptual framework ii. leverage efforts iii. collaborate with partners	5 – Communications plan 8 – Transfer resources to National Center	3 – Communications system 4 – National Center collaboration 5 – Partnerships 7 – Plans for partner commitments
C. Key Personnel i. project director ii. key personnel	3 – Management and TA expertise	2 – Personnel management system 6 – Location and FTE commitment
D. Evaluation i. continuous feedback ii. performance measures	6 – Evaluation plan	

Section A: Significance

Section A.1: Regional and State Needs and How we Will Address Them (App. Reqs. 1, 2)

We begin this section by demonstrating our understanding of the region and describing how WestEd will support identified needs in the region and in each state. (Note: for the purpose of this proposal, we will refer to the BIE as a "SEA" and a "state", although the BIE serves schools across 23 states).

Region 13 Profile

The states in Region 13 are culturally rich and diverse, each with a unique history. New Mexico and Oklahoma are the fifth and twentieth largest states by geographic area, respectively, but **most of the region is rural**, sparsely populated, and isolated from population centers and public and social services. BIE schools also serve a rural student population. Many residents in the region also **live in poverty**; New Mexico (19.8%) and Oklahoma (16.3%) have two of the ten highest poverty rates among U.S. states (Fay, 2018; McCann, 2018). Oklahoma and New Mexico have two of the **country's largest American Indian populations** and the BIE serves over 48,000 American Indian students (Nag, 2017).

As noted in Tables A1 and A2, there are achievement gaps for New Mexico and Oklahoma student subgroups on the National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and math. In New Mexico, the gap between American Indian students and other groups is particularly notable.

Table A1. Percentage of 4th Grade Students Scoring at or above Proficiency on NAEP, by Selected Subgroups (2017)

4th Grade	Reading				Mathematics			
	White	American Indian	African American	Hispanic	White	American Indian	African American	Hispanic
NM	41%	12%	-	20%	46%	13%	-	22%
OK	34%	26%	17%	20%	44%	29%	11%	25%

Source: *NAEP Data Explorer*, 2017, The Nation's Report Card. Data are not reported for African American students because reporting standards were not met.

Table A2. Percentage of 8th Grade Students Scoring at or above Proficiency on NAEP, by Selected Subgroups (2017)

8th grade	Reading				Mathematics			
	White	American Indian	African American	Hispanic	White	American Indian	African American	Hispanic
NM	41%	12%	-	20%	36%	9%	-	15%
OK	33%	23%	15%	21%	31%	16%	10%	14%

Source: NAEP Data Explorer, 2017, The Nation's Report Card. Data are not reported for African American students because reporting standards were not met.

The National Indian Education Study examined NAEP 4th and 8th grade reading and math trend data from 2005-2015. American Indian students in BIE schools consistently performed lower than American Indian students in public schools while Oklahoma American Indian students outperformed American Indian students in other states (Ninneman, Deaton, & Francis-Begay, 2017).

Achievement gaps are also evident in composite scores across all grade levels on state end-of-year achievement tests in Oklahoma and New Mexico (Table A3). Because BIE schools are in 23 states with different state assessments, comparable data were not available for BIE.

Table A3. Percentage of Students Scoring At or Above Proficiency on State End-of- Year Achievement Tests, by Selected Subgroups (SY 2017-18)

English Language Arts								
	State Average	American Indian	African American	Hispanic	Economically Disadvantaged	ELs	SWDs	White
NM	39%	29%	36%	34%	33%	21%	14%	54%
OK	48%	46%	32%	36%	42%	24%	41%	55%
Mathematics								
	State Average	American Indian	African American	Hispanic	Economically Disadvantaged	ELs	SWDs	White
NM	21%	12%	16%	18%	16%	8%	7%	35%
OK	48%	46%	30%	38%	43%	30%	41%	54%

Sources: Oklahoma State Report Card 2017–2018; New Mexico District Report Card 2017–2018

The region faces significant challenges in attracting, retaining and supporting both leaders and teachers. For example, the 2018 Oklahoma Educator Supply and Demand Report shows an annual loss of more than 15% of the Oklahoma teacher workforce compared to the national attrition rate of 7.7%. In New Mexico in 2018, there were 1,173 educator vacancies reported, of which 63% were teachers (Southwest Outreach Academic Research Lab, 2018). While the BIE does not have comparable data available, BIE leadership and staff have described extreme teacher and leader shortages and retention challenges.

Poor school conditions, high staff turnover, and a lack of highly qualified educators exacerbate the academic, social, emotional, and language challenges faced by students in the region.

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[1] State proficiency rates are not comparable with one another, as New Mexico bases their state proficiency rates for reading and mathematics on grades 3–11, and Oklahoma on grades 3–8. Subgroup comparisons within states on the same assessment, however, are appropriate.

Common Educational Needs Across the Region

Equity, access, and opportunity are common themes in Region 13 states' ESSA plans, strategic plans, and priorities and will drive our work in this region. The region's goals are organized in Table A4 below into five critical and interconnected areas. Moving forward, the client agencies in Region 13 will need to rely upon improved organizational structures, novel and innovative thinking, experienced thought partners, strong two-way communication mechanisms with stakeholders, collaborative learning networks, and sophisticated planning and process improvement approaches if they are to successfully achieve their goals.

Table A4. Region 13 Priorities and Needs

Educator Effectiveness	Increase educator effectiveness, strengthening the educator career continuum to increase access to effective teachers and leaders for all students.
School Improvement with a Focus on Diverse Learners	Improve low performing schools, applying evidence-based programs, practices, and interventions to raise achievement and close achievement gaps especially for American Indian students and English Learners.
Choice and Opportunity	Increase access to more opportunities for rural, disadvantaged, and low-income students, providing choice and options to pursue personalized pathways.
Early Childhood	Increase high-quality early childhood programs to ensure all children have a strong foundation for learning.
Organizational Effectiveness	Develop internal capacity and coherence to strengthen support to stakeholders and address resource inequities.

To address the needs that these states have in common, we will leverage our efforts by providing cross-state assistance whenever possible, share resources across states, and partner with the National Center and other federally-funded TA providers to bring states together to work on common problems of practice.

Although they may share common needs, we recognize that **context matters**. Each agency in Region 13 is engaged in systems change to address its goals and needs. But each is in a very different implementation stage:

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- The BIE is in the early stages of building an agency-wide system driven by a new strategic plan, performance management system, and data system, currently assisted by WestEd's West Comprehensive Center and ADI.

- New Mexico, under new leadership, is launching sweeping changes in its accountability, assessment, and educator effectiveness systems.

- Oklahoma is refining its systems, such as strengthening its state system of support for low-performing schools and its college and career readiness efforts to increase access to students in rural areas.

Given these varying contexts, WestEd will provide intensive, customized technical assistance to meet each agency where they are and build its readiness and capacity to implement its intended system changes. The following profiles describe each agency's needs and priorities.

The Bureau of Indian Education Profile

Tony Dearman is Executive Director of the Bureau of Indian Education (BIE), the principal government agency upholding the United States' educational obligations to Indian Tribes and their eligible American Indian students. The BIE currently oversees a total of 183 elementary and secondary schools and residential and peripheral dormitories across 23 states. Building leadership and staff capacity to implement BIE's new *Strategic Direction* plan is a top priority of Director Dearman.

In 2017, the Government Accounting Office (GAO) designated the BIE as a high-risk agency (*GAO-17-317 High Risk Series*). The U.S. Department of Education (ED) has placed special conditions on both Title I Part B and IDEA Part B 2017-18 BIE funding, and corrective action plans are now in place due to continued non-compliance or low levels of compliance related to ESSA and IDEA, including problems with data reporting, monitoring, fiscal oversight and use of funds, secondary transition requirements, and low graduation rates. In addition, the BIE is engaged in negotiated rulemaking to develop regulations to define the standards, assessments, and an accountability system for BIE-funded schools.

BIE STRATEGIC DIRECTION

The BIE is working to provide students with the knowledge, skills, and behaviors needed to become successful contributing members of their Tribal communities and the larger global society. The Strategic Direction plan is based on the collaborative work of BIE staff, educators, Tribes, and stakeholders and focuses on six strategic goals:

- *All students will enter kindergarten academically, socially, and emotionally prepared to succeed in school;*
- *All students will develop the knowledge, skills, and behaviors necessary for physical, mental, and emotional well-being in a positive, safe, and culturally relevant learning environment;*
- *All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities;*
- *All students will graduate high school ready to think globally and succeed in postsecondary study and careers;*
- *All students will develop the knowledge, skills, and behaviors needed to lead their sovereign nations to a thriving future through self-determination;*
- *All students will benefit from an education system that is effective, efficient, transparent, and accountable.*

New Mexico Profile

New Mexico's newly elected Governor, Michelle Luján Grisham, took office in January 2019 and immediately announced her intent to bring sweeping changes to the state's assessment and accountability system, educator effectiveness policies, and strengthening early childhood education.

> ### NEW MEXICO "ROUTE TO 66"
>
> *Aiming for a target of 66% of working age New Mexicans earning a college degree or post-secondary credential by the year 2030, the NM Public Education Department (PED) in its Strategic Plan 2017–2020: Kids First, New Mexico Wins, outlined student achievement goals through 2020 that will provide a three-year snapshot to ensure New Mexico's progress towards its "Route to 66" goal, which include the following:*
>
> - *More than 50% of students academically proficient in ELA and mathematics;*
> - *More than 80% graduate high school;*
> - *No more than 25% of college students require remediation.*

The new administration under Secretary of Education Trujillo, has instituted a moratorium on the administration of the statewide assessment withdrawing from the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium; authorized revisions to the state's A-F accountability grading system (to place less weight on standardized tests and classify schools by the amount of support they need) and to its statewide educator evaluation system. As of Spring 2019, the NMPED was seeking input from stakeholders on amendments to the NM ESSA Plan to reflect these intended changes. Secretary Trujillo has voiced strong support for early learning, honoring the teaching profession, and ensuring students are college and career ready.

Although the assessment, accountability and educator evaluation systems are changing, New Mexico's goal to raise student performance and close achievement gaps has not changed. As stated in the state's Strategic Plan and its ESSA Plan, New Mexico set an ambitious "Route to 66" plan in September 2016.

Oklahoma Profile

Joy Hofmeister became Oklahoma's 14th state superintendent of public instruction in January 2015. Hofmeister — a former state board member, small business owner, and teacher — was elected to a second, four-year term in November 2018, which created a degree of stability in leadership within the Oklahoma State Department of Education (OSDE) and afforded the state the opportunity to build on and deepen its various ongoing efforts. WestEd staff recently met with the executive leadership team at OSDE to discuss their needs and how WestEd can provide support. They shared their high priorities that support the Oklahoma strategic ESSA plan, *Elevating District Growth and Education* (EDGE).

A new College & Career Readiness Office aims to provide access to career pathways, work-based learning opportunities, and career tech courses for rural students. A new Diverse Learners Office brings focused attention to English learners, American Indian, special education, and early learners by providing cross-team/cross-agency assistance to struggling schools to meet their differentiated needs. OSDE will need to address the recommendations of The Oklahoma Teacher Shortage Task Force in response to severe teacher shortages.

OKLAHOMA *EDGE*

In July 2018 the United States Department of Education approved Oklahoma EDGE, the state's comprehensive education plan to meet requirements of the federal Every Student Succeeds Act (ESSA). Crafted over a two-year period and involving thousands of stakeholders, the plan emphasizes the following goals and metrics to achieve them.

***Pillar 1.** Achieve academic success by closing opportunity and achievement gaps.*
***Pillar 2.** Build exceptional educators and schools.*
***Pillar 3.** Create engaged communities.*
***Pillar 4.** Develop internal capacity to serve the field and make data-informed decisions.*

Metrics to achieve by 2025:

1. *75% of students enter kindergarten "ready to read"*
2. *Top 20 state in all NAEP-tested subjects for grades four and eight*
3. *100% of grade 6–12 students develop Individual Career Academic Plans (ICAP)*
4. *Top 10 state in high school cohort (i.e., four-, five-, six-year) graduation rates*
5. *50% reduction in post-high school remediation rates in math and English language arts*
6. *95% reduction in need for emergency-certified teachers*

The Need for High Quality, Customized Technical Assistance

Exhibit A1 Summary of Cross-State and State Specific Technical Assistance Plan summarizes the cross-state and customized technical assistance (TA) we will provide in addressing the common cross-state goals in the Region, the specific needs in each state, and the intersection of the two. **Aligned with Program Requirement 1, the full five-year service plans that include milestones and outcomes for each SEA are in Appendix A2.**

Exhibit A1. Summary of Cross-State and State Specific Technical Assistance Plan

Educator Effectiveness: *Increase access to effective leaders and teachers.*		
Cross-State TA: Conduct needs assessments and data analyses of current distribution of effective educators (leaders and teachers); acute shortage and pipeline areas; provide consultation; conduct root cause analyses; develop logic models; select and implement appropriate educator effectiveness EBPs based on identified needs and context including blended professional learning models, mentoring and coaching, virtual networks; assess and adjust in continuous improvement cycles; disseminate results especially for rural and high need areas. Partner with the National Center and REL Southwest.		
BIE	**New Mexico**	**Oklahoma**
Support the implementation of the recruitment and retention strategies in BIE's Strategic Direction plan.	Assist NMPED in the revision of NM Educator Evaluation System to support professional growth.	Provide assistance to Teacher Shortage Task Force and assist OSDE in implementation of Task Force recommendations.
School Improvement with a Focus on Diverse Learners: *Improve outcomes for American Indian and EL students and close achievement gaps in high-need schools.*		
Cross-State TA: Conduct needs assessments; conduct root cause analyses; provide consultation; develop logic models; select and implement appropriate EBPs on effective instructional programs, practices, and interventions for diverse populations including culturally and linguistically informed instruction; assess and adjust in continuous improvement cycles; disseminate results especially for high need schools. Partner with the National Center, REL Southwest, the Center to Improve Social and Emotional Learning and School Safety, and the Equity Assistance Centers (EAC) Region (RG) III and IV.		
BIE	**New Mexico**	**Oklahoma**
Support the implementation of data-use practices and instructional transformation strategies in BIE's *Strategic Direction plan.*	Provide resources on evidence-based programs, practices and interventions for EL students; culturally and linguistically responsive instruction; trauma-	Provide support to OSDE's new Office of Diverse Learners to identify and implement evidence-based programs, practices and interventions for diverse learners

	informed instruction with a focus on CSI and TSI schools.	with a focus on CSI and TSI schools.

Choice and Opportunity: *Increase access to choice for rural, disadvantaged, and low-income students to pursue personalized and career-bound pathways.*

Cross-State TA: Conduct needs assessments; conduct root cause analyses; provide consultation; develop logic models; select and implement appropriate EBPs on innovative approaches to access career and workplace learning, advanced and dual-credit courses using technology; assess and adjust in a continuous improvement cycle; disseminate results especially for high need areas and rural settings. Partner with the National Center, REL Southwest, and the EAC RG III and IV.

BIE	New Mexico	Oklahoma
Support the implementation of college and career readiness strategies in BIE's *Strategic Direction* plan.	Assist NMPED in expanding its Individual College & Career Planning process in rural schools and identify and implement virtual work-based opportunities, digital learning experiences, and micro-credentialing.	Provide support to OSDE's new Office of College & Career Readiness to identify and implement innovative technologies to increase access to choice in rural areas.

Early Childhood: *Increase high-quality early childhood programs to ensure all children have a strong foundation for learning.*

Cross-state TA: Conduct needs assessments and policy review; provide consultation; develop logic models; select and implement appropriate EBPs on effective early childhood instructional programs, practices, and interventions, especially for disadvantaged and low-income children; assess and adjust in continuous improvement cycles; disseminate results. Partner with the National Center.

BIE	New Mexico	Oklahoma
Assist BIE staff in implementing early childhood strategies. identified in BIE's *Strategic Direction* plan.	Assist New Mexico in increasing access to high quality early childhood programs in high need and rural areas and identifying resources to support the professional growth of early learning teachers. Facilitate collaboration with Oklahoma on early childhood efforts.	Assist OSDE in building coherence within its Office of Diverse Learners to include the needs of early learners. Facilitate collaboration with New Mexico on early childhood efforts.

Organizational Effectiveness: *Develop internal capacity to strengthen support to stakeholders and address resource inequities.*

Cross-state TA: Conduct needs assessments and root cause analyses; provide consultation with leadership, SEA staff, and stakeholders; develop logic models to address organizational goals; select and implement appropriate EBPs on effective leadership; change theory and management, systems thinking and design; assess and adjust in continuous improvement cycles.

BIE	New Mexico	Oklahoma

Design and implement an executive leadership program with UVA Darden School of Business Executive Leadership faculty to meet the BIE's leadership needs.	Assist the NMPED in transitioning to new leadership's direction, policies, and practices with support from UVA Darden School of Business Executive Leadership faculty.	Assist the OSDE in building coherence across the agency in aligning efforts to the organization's priorities, particularly in its state system of support for CSI and TSI schools.

Table A5. Region 13 Proposed Strands of Work and Related Absolute and Competitive Priorities

State	Priority	Absolute Priority				Competitive Priority		
		Essa/St. Plan	Rural	Corrective Act.	National Ctr	Leaders	Educators	Choice
BIE, NM, OK	Educator Effectiveness	x	x		x	x	x	
BIE, NM, OK	School Improvement/Diverse Learners	x	x		x	x	x	
BIE, NM, OK	Choice and Opportunity	x	x		x			x
BIE, NM, OK	Early Childhood	x	x		x	x	x	
BIE, NM, OK	Organizational Effectiveness	x	x	x	x			
BIE	Data Systems and Compliance	x	x	x				
NM	Assessment and Accountability	x	x		x			
OK	School Safety and Well-Being	x	x		x	x	x	

Competitive Preference Priority 2

Promoting Effective Instruction in Classrooms and Schools

The schools and districts served by BIE, New Mexico, and Oklahoma share at least three challenges limiting student access to effective school leaders and teachers: 1) The number of individuals entering teacher preparation programs leading to degree completion continues to dwindle; 2) A growing exodus of teachers leaving the profession in their first five years is exacerbating the teacher shortage crisis and the educator pipeline; and 3) An inequitable distribution of high-quality leaders and teachers negatively impacts the most needy schools and students.

The following section describes how our TA approach will increase equitable student access to effective school leaders and teachers, particularly in communities that serve rural and/or disadvantaged students. These strategies are in addition to the support for leaders and teachers addressed in service plans related to school improvement/diverse learners, early childhood, and school safety and well-being.

Competitive Priority 2 (1): Promoting innovative strategies to increase the number of students who have access to effective principals or other school leaders in schools that will be served by the project

School Leadership Matters. The school principal is a critical lever, second only to teachers, in improving schools and student achievement (Briggs, Cheney, Davis, & Moll, 2013). A strong principal is the single most important determinant of whether a school can *attract* and *retain* high-quality teachers (Branch, Hanushek, & Rivkin, 2013; Burkhauser, 2017; Clotfelter, Ladd, Vigdor, & Wheeler, 2007; TNTP, 2012). Just like teachers, principals and other school leaders need support for the development of their professional learning and growth. However, the

professional learning opportunities principals most often experience are *with and for their teachers* rather than professional learning that is designed specifically for their needs as school leaders (Clifford, 2019).

Our R13CC technical assistance and support to increase student access to effective school leaders/principals will focus on increasing both states' and LEAs' capacities in strengthening support to principals, especially those in rural settings. We will do this through both cross-state collaboration, in partnership with REL SW and the National Center, as well as state-specific TA that includes on-site planning, assistance, facilitation, and evaluation of efforts. The table below reflects our approach and three strategic activities we will employ in developing and supporting rural school leadership.

Table A6. WestEd's Proposed Region 13 TA Leadership Supports, with a Focus on Professional Growth of Principals in Rural Areas

Goal: Increase Student Access to Effective Principals in Rural Schools Serving American Indian and/or Disadvantaged Student Populations
TA Approach: Strengthen support to new and practicing rural principals
• Identify, implement and evaluate evidence-based practices for principal professional learning; • Develop a *Region 13 Rural School Leader* virtual network that fosters shared learning and supports; • Develop and implement mentoring and coaching models for new principals.

We base these proposed TA strategies on the successful intensive support we have provided to SEAs and LEAs as the West Comprehensive Center. Two examples follow.

Example One: Intensive Coaching of Principals as a Retention Strategy on a Rural Native American Reservation

The Talent for Turnaround Leadership Academy (T4TLA) is a multi-comprehensive center, multi-SEA, and multi-LEA collaboration to increase recruitment and retention of effective educators in high-need schools (b)(4) s one of the participating LEAs,

partnering with the WCC and the Arizona Department of Education to support and retain school leaders.

(b)(4) is a rural, isolated district on a Navajo Reservation in Arizona that includes seven schools and 3,600 students, 75% of whom are on free and reduced lunch. Ninety-nine percent of the district students are Diné/Navajo. In collaboration with WestEd's WCC, who provided data and root cause analysis, planning and support, and the Center on Great Teachers & Leaders (GTL) who provided onsite and virtual Principal Turnaround Leadership Competencies coaching, (b)(4) principal retention rate — after one year of this support — significantly improved to 100%. All seven principals were retained with the district. In addition, teacher satisfaction increased due to improved school leadership, stabilizing teacher retention rates.

Example Two: The REL West/WCC Partnership to Transform the Role of Principals

In this REL West/WCC partnership with four SEAs, regional convenings were held twice a year with presentations on evidence-based practices in principal supervision, principal professional learning and coaching models, and an examination of State ESSA Plans that address leadership. Between convenings each spring and fall, REL West and the WCC provide state-specific assistance to implement the plans SEA teams developed at the team working sessions.

Three SEAs in the WCC region participate in this regional collaboration: Arizona, Nevada, and Utah. Each state is addressing the need to build the capacity of leaders to better support schools and the students they serve in accordance with their State ESSA Plans. The purpose of the collaborative is to: 1) increase knowledge of evidence-based

support strategies for leaders; and 2) develop, pilot, refine, and scale up new evidence-based support strategies for school leaders. At the end of the first year Arizona is designing and implementing a program to transform the role of principal supervisors; Nevada is designing workshops and a guide to support LEAs in the use of data from the Nevada Educator Performance Framework for continuous improvement; and Utah is implementing regional learning networks for principals launching initially in rural regions of the state.

Competitive Priority 2 (2): Promoting innovative strategies to increase the number of students who have access to effective educators in schools that will be served by the project

Teachers Matter. The research is clear that teachers are the number one factor connected to student academic achievement and success. BIE, New Mexico, and Oklahoma are struggling with attracting, preparing, supporting, and retaining their teacher workforce. Strengthening the teacher career continuum begins with the number and quality of teacher candidates *entering* the profession and the quality of education preparation programs to best prepare them for the complexity of teaching. Like other states across the nation, these three jurisdictions are in an *educator effectiveness* crisis, reflecting the national teacher shortage in the current workforce and the significantly lower numbers of future educators entering the teaching profession. Once they are hired, teachers tend not to stay for a variety of reasons, such as low salaries, high teacher-to-pupil ratios, poor working conditions, and lack of resources and supports.

Our R13CC technical assistance and support to increase student access to effective teachers will focus on increasing both states' and LEAs' capacities to support and retain effective teachers especially in rural areas serving disadvantaged and/or low-income students. The table below

reflects our approach and three strategic activities we will employ to increase student access to effective teachers in BIE, New Mexico, and Oklahoma with a focus on evidence-based practices.

Table A7. WestEd's Proposed Region 13 TA Supports, with a Focus on Professional Growth of Teachers in Rural Areas

Goal: Increase Student Access to Effective Teachers in Rural Schools Serving American Indian and/or Disadvantaged Student Populations
TA Approach: Develop innovative strategies to leveraging talent management in rural, high-need schools.
• Develop innovative virtual and digital professional learning designs for rural teachers; • Establish a Region 13 Induction & Mentoring Rural Schools Community of Practice to develop and implement evidence-based induction and mentoring practices and programs; • Develop and implement Grow Your Own (GYO) programs that address increasing teacher diversity and retention of teachers in rural schools.

Our team will build on WCC's long history in assisting states and LEAs in increasing access to effective teachers and strengthening teacher practice. We have several years of experience in designing, implementing, and refining educator evaluation systems that identify teacher professional growth needs; providing professional learning to teachers and teacher leaders; and exploring with SEAs teacher-leader pathways, incentives, and differentiated compensation approaches. Most recently, we have supported SEAs and LEAs in developing, implementing, and/or strengthening mentoring and induction programs to retain teachers and grow your own programs to address recruitment. An example of each follows.

Example One: Intensive TA to an SEA for Mentoring and Induction Programs

WCC identified evidence-based practices and indicators of teacher-induction programs and aligned these practices to Colorado teacher induction and mentoring state law and State Board of Education rule requirements. The same process and intensive technical assistance were applied to improving Colorado's Administrator Induction and Mentoring program. WestEd's support in this work has now led to the Colorado Department of Education utilizing the newly developed policy-alignment tools/rubrics to 1) monitor district induction programs; and 2) provide districts a tool to self-assess the quality and needed improvement of their mentoring and induction programs.

Example Two: Intensive TA to a Rural LEA in Launching a "Grow Your Own" Initiative

As a result of their participation in the T4TLA collaborative, the (b)(4) a rural district in Arizona, spearheaded a program for the people in the community who are interested in becoming teachers. In cooperation with the local community college and Arizona State University, this program provides local residents the opportunity to complete teacher training in their community. Several of the (b)(4) eachers and administrators have served as the instructors for the courses. *"It can truly be said that the T4TLA journey of the (b)(4) has been one of discovery and growth. Working with our Arizona T4T team, which includes our regional comprehensive center, the state department, and other local districts, we have been on a path of improved awareness and development around the whole teacher and retention process."* (b)(4) Superintendent)

Competitive Preference Priority 3

Students in BIE, New Mexico, Oklahoma rural schools often have diminished access to counselors and resources to help prepare them for college and/or careers. By increasing the availability of caring adults who serve as career mentors and developing innovative, virtual and/or digital platforms for access to advanced coursework and work-based opportunities, students will be better able to assess postsecondary options and make informed career decisions.

Table A8 reflects our approach and three strategic activities we will employ to increase student access to college and career preparation opportunities in rural settings.

Table A8. WestEd's Proposed Region 13 TA Supports in Choice and Opportunity for Rural and Disadvantaged Students

Goal: Empower families and individuals to choose a high-quality education that meets rural and/or disadvantaged students' unique needs and that leads to careers and/or college pathway options.
TA Approach: Develop and implement innovative web-based and digital platforms that support student access to college and career readiness opportunities in rural areas.
• With career mentors, develop and strengthen career literacy with students and families in order for them to make informed decisions on college and/or career pathways; • Increase opportunities for students in rural and remote areas to participate in work-based learning and internships through innovative, virtual technologies, and by leveraging business partnerships where appropriate; • Increase access to advanced and dual credit courses by leveraging partnerships with institutions of higher education and through innovative digital and virtual technologies.

WestEd's Region 13 CC will partner with the National Center to provide resources and collaborative learning opportunities with other states to learn and share effective approaches and innovative practices that enhance choice and opportunity for students in rural areas.

Section A.2: Our Approach to Intensive Technical Assistance (Addl. App. Req. for Reg. CCs 1)

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Exhibit A2. Region 13 Comprehensive Center Logic Model

NEED

SEAs need to implement and sustain high-priority, high-leverage change initiatives, supported by evidence and/or evidence-building initiatives that demonstrate positive outcomes for students and achieve educational equity. They face capacity challenges including, but not limited to, changes in leadership, shifting/emerging priorities, siloed operations, and budgetary constraints.

INPUTS	STRATEGIC ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	MID-TERM OUTCOMES	LONG-TERM OUTCOMES
• Knowledge, skills, and expertise of SEAs, LEAs, WestEd, RELs, CCs, federal staff, and partner organizations • Research and evidence-based practices • Federal and state funding • Federal and state regulations, statutes, and guidance • Needs of various stakeholder groups • State ESSA plans • Key WestEd resources	• Determine needs, readiness, capacity, priorities • Develop a workplan, prospectus, logic models • Select, plan, and implement evidence-based practices, interventions, and state-led initiatives • Apply, model, and support evidence-based decision making • Promote and support collaboration within and across states, in partnership with other TA Centers and RELs, to maximize learning and leverage resources	• Needs assessments • Root cause analyses • Strategic plans • Logic models and customized TA plans • SEA and stakeholder leadership convenings • Curated resources, models, and examples • Customized tools, templates, and protocols • Learning modules and training materials • Action plans (implementation, monitoring, evaluation) • Content summaries/briefs	• Increased SEA communication, coordination, and collaboration that build coherence to address identified priorities and support improvement efforts (Organizational Capacity) • Deepened SEA and LEA knowledge, selection, and utilization of EBPs (Human Capacity) • Increased evidence use to inform the alignment, differentiation, and enactment of policy (Policy Capacity) • Strategic use of resources to support SEA and LEA improvement efforts (Resource Capacity)	• Increased number of students who have access to effective school leaders and teachers (Human Capacity) • Established structures, processes, and systems to implement and evaluate school improvement efforts (Organizational Capacity) • New/revised policies based on research and evidence to address improvement needs (Policy Capacity) • Improved equitable distribution of human and material resources to high-need schools serving disadvantaged students and those in rural communities (Resource Capacity)	• Sustained and scaled systems for continuous improvement in targeted, high-leverage, high-impact priorities • Sustained and scaled evidence-based practices that drive SEA and LEA improvement efforts • Improved LEA practices for the equitable distribution of human and material resources • Improved opportunities and outcomes for all students, especially rural and low-income students

Adult Learning/ Coaching Principles — Evidence-Based Practices — Implementation Science — Dimensions of Scale

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Section B: Quality of the Project Design

WestEd's project design for Region 13 will help the Bureau of Indian Education, New Mexico, and Oklahoma become proactive, nimble, responsive agencies that lead and leverage local entities to improve student achievement and educator effectiveness. Using the TA strategies and approach described in Section A, WestEd's Region 13 CC will provide the intensive capacity-building support needed to make this transition, resulting in sustainable and self-sufficient state-led improvement. In this section, we explain how our high-quality project design is 1) bolstered by a continuous improvement framework that engages client agencies and local entities in reflective evidence-based decision making; 2) focused on building from existing initiatives and resources; and 3) achieved by effectively engaging partners, stakeholders, and clients through responsive communication and collaboration strategies, all to help our clients build, redesign, and refine systems to address pressing needs.

Conceptual Framework (Selection Criteria b.(2)(i))

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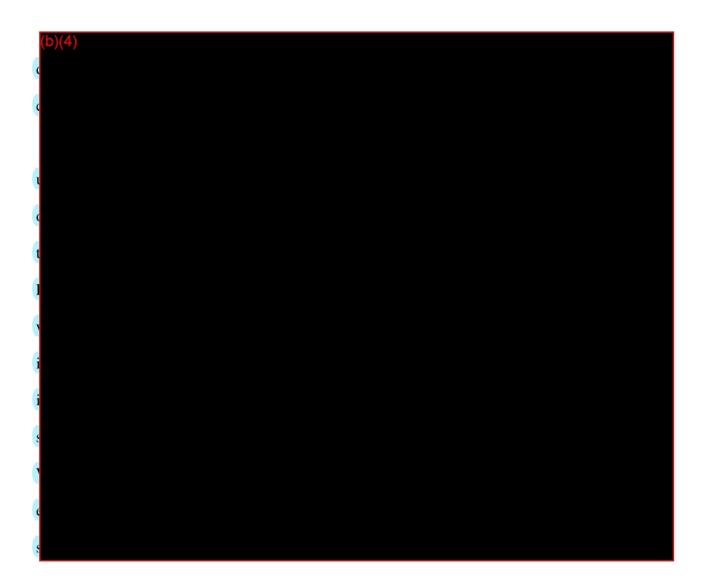## Leveraging Existing Resources (Selection Criteria b.(2)(ii))

Achieving these goals through successful systems change requires coherence — both alignment and shared understanding about the nature of the work (Fullan, Quinn & Adam, 2016). The Region 13 client agencies have multiple current initiatives, priorities, TA providers, vendors, and partner organizations. Other federal TA centers, as well as state and local providers and organizations, are currently offering the Region 13 agencies support for their existing priorities. WestEd's Region 13 CC will help the SEAs make connections within each effort to determine what additional support is needed, how to avoid duplication of services, and what value our CC can uniquely add to further each agency's goals and priorities. Our role as their CC partner will

be to help the Region 13 agencies embody coherence, by building on and integrating with existing efforts to maximize learning and leverage resources.

As described in Section A, Region 13 agencies have identified needs and priorities to engender systems change. At the start of the Region 13 CC contract, we will work with each SEA to confirm current initiatives, internal and external partners, and relevant funding sources that we can build on or integrate with. We will help the agencies determine where our support and TA would add value to help the agency implement effective strategies aligned with key priorities.

Table B3. Leveraging Existing Resources

	Priority Area	Purpose	Key Existing Resources
REGIONAL	**Educator Effectiveness**	Increase access to effective leaders and teachers	Title I-A, Title II-A BIE: Strategic Direction plan, federal appropriations NM: CCSSO Diverse and Learner-Ready Teachers Initiative, Teachers Pursuing Excellence and Principals Pursuing Excellence with state appropriations OK: Teacher Shortage Task Force, OSDE pilot with REL Southwest to identify teacher recruitment and retention indicators in rural districts, OK's First Class Teacher Mentoring Program, OK's Teacher Shortage Employment Incentive Program (loan forgiveness)

	Priority Area	Purpose	Key Existing Resources
REGIONAL	**School Improvement with a Focus on Diverse Learners**	Apply evidence-based practices to close achievement gaps, especially for American Indian and English Learner students	Title I-A, 1003(A), Title III, Title VI-A, Indian Education Fund BIE: Strategic Direction Plan, federal appropriations NM: NM DASH action planning tool, NMPED's Indian Education Division, Region IV Equity Assistance Center OK: OSDE's Office of School Support, Diverse Learner Team, and Office of American Indian Education; Native Elevating District Growth and Education (EDGE) plan from the Creek Nation; OSDE's Native Youth Leadership federal grant; Striving Readers Comprehensive Literacy grants to districts; Region III Equity Assistance Center
	Choice and Opportunity	Increase options to pursue personalized career-bound pathways, especially in rural, disadvantaged, and low-income settings	Title I, Title II-A, Title IV-A, Title IV-B BIE: Strategic Direction Plan, federal appropriations NM: NMPED Options for Parents and Families Division, NMPED Family Cabinet, Region IV Equity Assistance Center OK: OSDE's new College & Career Readiness Office, OK's College & Career Plan, OSDE's Native Youth Leadership federal grant, Individual Career Academic Plans (ICAPs), Alternative and High Challenge Education Funds for Alternative Education Academy programs, Region III Equity Assistance Center
	Early Childhood	Increase access to high quality childhood programs	BIE: Strategic Direction Plan and federal appropriations, including $2 million appropriation for early childhood education NM: Preschool Development Grant, NMPED Pre-K Program, and Governor's plan for universal preschool access OK: Preschool Development Grant, Oklahoma Early Childhood Program, OK Partnership for School Readiness, National Center on Systemic Improvement support on early literacy for students with disabilities

	Priority Area	Purpose	Key Existing Resources
REGIONAL	Organizational Effectiveness	Develop internal capacity and coherence	BIE: Strategic Direction Plan, federal appropriations, Executive Leadership Support through West Comprehensive Center NM: Internal NMPED service coordination/consolidation efforts OK: OSDE internal capacity efforts to coordinate services and supports
BIE	Data Systems and Compliance	Improve data practices to improve outcomes and resolve audits	Strategic Direction Plan, federal appropriations, Common Educational Data Standards (CEDS)
NM	Assessment and Accountability	Revise state assessment and accountability system	Governor's Plan, Assessment for Learning State Consortium
OK	School Safety and Well Being	Support school safety and mental health initiatives	AWARE mental health and school safety federal grant, Center to Improve Social and Emotional Learning and School Safety

By leveraging these existing strategies and resources in these ways, WestEd's CC will ensure that our services in Region 13 add value, provide continuity, avoid duplication, and build coherence towards the goal of improved systems to support improved outcomes. Our reputation as a trusted collaborator and partner with clients, other organizations, and other TA providers, coupled with our strategies to ensure seamless collaboration and communication, as described below, will help ensure our success in building coherence for systems change in the Region 13 agencies.

Collaboration and Communication

Through our 14-year history of providing high quality comprehensive center technical assistance we have learned the importance of collaboration and communication. The TA principles in Section A (especially trust, credibility, and collaboration) reflect this learning. Without strong

collaboration and communication systems across and within each level of the system, change efforts lack the coherence required to impact outcomes. Our strategies to ensure collaboration and communication outlined in this section will help our CC, partners, clients, and stakeholders leverage learning and maximize impact.

Collaboration with Appropriate Partners (Selection Criteria b.(2)(iii))

There are several federally-funded technical assistance providers that will serve as key partners and collaborators in our Region 13 Comprehensive Center work. We will collaborate with these providers to help ensure comprehensive, systemic change in our region through coordinated and complementary technical assistance services.

Collaboration with the National Center and CC Network (App. Req. 8; Prg. Req. 4)

As part of the Comprehensive Center network, we will regularly collaborate with the National Center and, as coordinated through the National Center, other Regional Centers. WestEd's Region 13 CC leadership will work closely with the National Center to ensure that the work of both entities is complementary and not duplicative. **The Region 13 CC will work with the National Center to identify trends and best practices and develop cost-effective strategies to make their work available to as many SEAs, REAs, LEAs and schools in need of support as possible (Absolute Priority 1:4).**

Region 13 CC will leverage National Center resources to deliver high-quality technical assistance that enhances the capacity of all constituents. This collaboration will strengthen, inform, and augment our services to Region 13 SEAs, REAs, and LEAs. To provide reciprocal support to the network, WestEd's Region 13 CC leadership will readily share regional priorities and issues with the National Center to inform their services. **Our collaboration with the National Center, as required by Program Requirement 4, will support Region 13 CC staff,**

client, and recipient participation in learning opportunities to provide high quality, cost-effective strategies to as many REAs, LEAs and schools in need of services as possible.

We have experience working as a productive, collaborative member of the center network to best serve client and recipient needs in this way. For example, since 2016, our team from the West Comprehensive Center and Center on School Turnaround, in collaboration with two other federal content and regional comprehensive centers, has supported the Talent for Turnaround Leaders Academy (T4TLA). This community of practice includes teams of State Education Agencies, Regional Comprehensive Centers, and Local Education Agencies from nine states, representing 14 school districts. The T4TLA network focused on using data to identify school improvement strategies in talent development, including recruitment, hiring, retention, and professional learning. A centralized planning team consisting of staff from the four centers has planned three national conferences and the ongoing support of teams since T4TLA's inception. By building in ongoing feedback and data gathering to assess long-term results, the collaborating partners have documented measurable increases by participating LEAs in the use of data to address talent management issues, identify strategies, and track measurable results.

To achieve this collaborative network project, our West Comprehensive Center participated in national convenings with our SEAs and LEAs and followed up each meeting with interim support to ensure progress and deepen the application of strategies. Exhibit B2 shows this collaborative model.

Exhibit B2. Example of How Regional and National Centers Collaborate

National Meeting 1

- Customized sessions
- Protected team work time
- State-specific consultation with national thought partners
- Access to "just in time" resources and tools
- Networking with other states
- Teams leave with action plans to continue their work in regional meetings and in-state work
- Online access to tools and resources

Interim Regional Support

- Build on work begun at national meeting and continue to implement action plans with site-based virtual RCC coaching and support to SEA/LEA teams
- Ongoing monitoring of progress
- Coaching and consultation support provided by RCC, NCC, and SMEs
- Webinars to track progress and prepare for national meetings

National Meeting 2

- Customized sessions
- Protected team work time
- State-specific consultation with national thought partners
- Access to "just in time" resource and tools
- Networking with other states
- Teams leave with action plans to continue their work in regional meetings and in-state work
- Online access to tools and resources

WestEd's Region 13 CC will use this type of integrated support to share resources, build capacity, and maximize impact. To further this goal, we will use resources the National Center develops (and assist in development as appropriate) and implement products and services to address the critical challenges in our region. We will collaborate in the development of the National Center website to share resources, post reports, and disseminate technical assistance to broad audiences and stakeholder groups. **Further, to comply with Application Requirement 8, we will assist ED with the transfer of pertinent resources and products and we will maintain the continuity of services to states during the transition to the new CC structure and funding period.** This transition support will include work with the FY 2012 Comprehensive

Center on Building State Capacity and Productivity, as necessary, to migrate products, resources, and other relevant project information to the National Center's Comprehensive Center network website.

Collaboration with the Regional Educational Laboratories (REL) and Other TA Providers (Prog. Req. 5, 7)

To maximize the impact of federally funded technical assistance providers, it is essential that CCs reach beyond the Regional Comprehensive Center Network and the National Center for additional expertise. Comprehensive Centers can forge intentional partnerships with RELs to play complementary roles in supporting the use of EBPs to improve outcomes (Soldner, 2019). WestEd's Region 13 CC will collaborate with REL Southwest to forge such a partnership. WestEd has an accomplished history of both operating and collaborating with the RELs. In our previous West Comprehensive Center experience, we worked closely with REL West at WestEd. WestEd currently serves as a subcontractor in REL Southwest. The RELs conduct important research that will be used to inform practice and the technical assistance that our CC provides to clients and recipients in our region. Collaborating with the REL Southwest, Region 13 CC staff will stay abreast of the most current research and translate it in meaningful ways through technical assistance to practitioners in the field. WestEd's Region 13 CC staff will apply and amplify REL resources and tools to serve BIE, NMPED, and OSDE. **Within 90 days of being awarded the Region 13 CC, WestEd will obtain a Memorandum of Understanding with REL Southwest to solidify this collaboration (Program Requirement 5).**

WestEd's Region 13 CC will also work with federally funded centers that are not in the CC or REL networks to identify, plan, and deliver the highest quality technical assistance. This will help augment and support our services to ensure coordinated, relevant, and comprehensive

services to clients and recipients in Region 13. Given our region's priorities the federally-funded TA providers listed in Table B4 are especially relevant.

Table B4. Federally-funded TA Providers

School Improvement/ Diverse Learners	National Clearinghouse for English Language Acquisition
	State Support Network
	Student Support and Academic Enrichment Center (Title IV, Part A)
	The State Implementation and Scaling-up of Evidence-based Practices Center
	National Technical Assistance Center for Inclusive Practices and Policies
	National Center for Systemic Improvement
	Equity Assistance Centers, Region III and IV
Choice and Opportunity	National Dissemination Center for Career Technical Education
	National Research Center for Career Technical Education
	National Charter School Resource Center
	Youth for Youth: Online Professional Learning and Technical Assistance for 21st Century Community Learning Centers
Early Childhood	National Early Childhood Technical Assistance Center (NECTAC)
Data Systems	Technical Assistance on State Data Collection Program
	State Longitudinal Data Systems State Support Team
School Safety and Well Being	Center to Improve Social and Emotional Learning and School Safety
	The Safe and Supportive Schools TA Center
	The TA Center on Positive Behavioral Interventions and Supports

Within 90 days of receiving funding for an award for R13CC, we will secure necessary partner commitments to carry out proposed service plans (Program Requirement 7). These key collaborations within, across, and outside the Comprehensive Center Network will enhance the intensive technical assistance our Region 13 clients and recipients receive.

Communication System and Plan (App. Req. 5; Prog. Req. 3, 7)

Intentional, frequent, and clear communication is a cornerstone of relationship-building (U.S. Department of Health and Human Services, 2012; Chavkin, 2017). WestEd's Region 13 CC will

work with our clients and recipients to ensure effective communication between each level of the system, as further described in our Communication Strategy Plan in Appendix B2. These strategies will support the feedback loops described in our conceptual framework to improve supports, inform technical assistance, and build capacity to improve outcomes. Further, these strategies will help us promote our services and products to clients and recipients. Below, we describe key communication partners and strategies.

U.S. Department of Education (ED)

Working with our assigned Program Officer from ED, Region 13 CC leadership will establish mutually agreed upon communication norms, which include face-to-face as well as virtual meetings, phone, and/or e-mail check-ins. At the beginning of each operating year, Region 13 CC work plans will be submitted to ED for review and approval. Monthly, or as required by ED, Region 13 CC leaders will submit reports to ED for each of the projects in the work plan that highlight: accomplishments during the past month, future planned activities, challenges, and progress toward meeting agreed upon milestones. When issues arise between regularly scheduled check-in meetings and reports, the Region 13 CC Director will contact the Program Officer to discuss the issue and offer a possible resolution. In addition, Region 13 CC leadership will respond promptly to any and all requests for information from ED that occur outside the regularly established reporting cycles.

Client Agencies

The effectiveness of technical assistance efforts hinges upon the strength of relationships that are built between the provider and client (Buckley & Mank, 1994). Driven by this understanding of relationship building through communication, WestEd's Region 13 CC leadership and staff will use both formal and informal communication channels to maintain positive working

relationships with clients. Our leadership and staff will be available, dependable, and responsive. Our CC leadership will begin by listening. This will inform how we carry out our technical assistance to ensure it meets the unique needs and priorities of each of our client agencies and responds to changing contexts.

WestEd has learned from experience the importance of establishing a strong relationship with agency leadership, especially the Chief, so that we are able to serve as a vital partner and provide TA that supports deep, systematic, and relevant work focused on the state's highest priorities. We have met with leadership already in each of these agencies and will continue to deepen our needs assessment in our first year. **Within 90 days of receiving funding for an award for R13CC, we will secure client commitments to carry out proposed service plans (Program Requirement 7).**

To inform annual work plans, Region 13 CC leaders will meet with Chiefs to identify needs to address in the upcoming year. Together, we will identify priority projects which our CC staff will outline in the annual work plan that is subsequently reviewed, edited, and approved by each Chief. CC staff will develop a prospectus for each major project in the work plan that describes goals of the project, tasks to be accomplished, milestones, outcomes, a timeline, and key staff from both the Region 13 CC and the client organization.

As described in our Communication Strategy Plan, periodically and throughout the year CC leaders will conduct needs sensing, check-ins, and progress updates to continue to explore client and recipient needs, monitor progress, determine client satisfaction, and identify what, if any, challenges have arisen and what adjustments need to be made. Mid-year, CC leaders will meet again with the Chief and SEA leadership to review and update the management plan. A formal evaluation that includes surveys and interviews with leaders of our client organizations is

conducted at the end of each year (see Section D) and will be used to improve services and outcomes. We know through our 14 years of experience running CCs that these efforts will develop a collaborative relationship with clients that will enable us to provide proactive, responsive, and attentive TA.

Recipients

Communication systems must be intentionally designed to solicit input, engender buy-in, and offer stakeholder engagement opportunities. Our communication plan includes strategies to ensure meaningful opportunities for stakeholders across the education system (state, regional, local, and school levels) to provide feedback for continuous improvement. Through these feedback loops, Region 13 SEAs can engage principals, teachers, families, and community members in designing and monitoring strategies to improve student outcomes. WestEd's Region 13 CC leaders, staff, and experts have supported this type of meaningful engagement for each step of the continuous improvement cycle described in our conceptual framework. These feedback loops will inform modification and improvement of services and supports.

Each SEA in Region 13 operates in unique contexts as described in Section A and needs different support from the CC. The BIE, given its extended service network across 23 states, faces unique communication challenges. Building from our current work with BIE, WestEd's Region 13 CC will collaborate with BIE to develop a communication plan that establishes norms, procedures, and feedback loops with its stakeholders to provide transparent and consistent communication across its service network.

NMPED has new leadership, goals, priorities, and policies. Communication is critical to creating coherent, manageable policy transitions (Bridges, 2009). NMPED has begun seeking input from stakeholders on amendments to the state's ESSA Plan. These opportunities must

continue to ease the transition between previous policies and state leadership's new direction. WestEd's Region 13 CC will strengthen NMPED's transitional effort with technical expertise in robust communication systems, including messaging frameworks and feedback loops, to help increase field-based understanding of and support for NMPED's new goals, priorities, and policies.

In Oklahoma, recent policy measures passed into law on priorities such as K-12 funding, early literacy, and school safety will require communication strategies to invite LEAs and schools into discussions about implications and implementation. Refining OSDE's communication loops will allow the SEA to gather meaningful input from education leaders and practitioners to support the application of these policies in practice. For each identified state education priority, WestEd's Region CC will work collaboratively with OSDE to develop a communication plan to effectively engage stakeholders to inform implementation.

WestEd's Region 13 CC will support each SEA in achieving clarity of purpose, roles for communication, and strategies for stakeholder engagement to achieve their goals and priorities.

Section C: Quality of Project Personnel

The success of a comprehensive center depends largely on the quality of core staff, their demonstrated proficiency in carrying out work of this scope and depth, and their proven ability to engage and collaborate with clients, consultants, partner organizations, regional and national centers, and ED. It also depends on the organizational capacity and knowledge capital of its organization to operate and support a multi-year project of this scale with integrity and credibility. This section details the expertise, knowledge, experience and relevant background of the core WestEd staff responsible for the R13CC management and services as well as the qualifications of staff from our subcontractors. It provides evidence of WestEd's success managing regional centers and delivering technical assistance to state and local education agencies, demonstrating the depth of WestEd's experience and institutional resources in multiple areas that qualify it to operate the R13CC. Finally, it illustrates WestEd's sound management plan and processes for retaining a team of systems change professionals and subject-matter experts.

Region 13 Comprehensive Center Leadership, Key Staff and Partners (Prog. Req. 2, 6, App. Req. 3(iii))

The Region 13 CC team is comprised of highly experienced professionals who have worked in the region, can easily reach client engagements in the region, and who can easily spend extensive time providing services in the region. **WestEd's office in Santa Fe, NM, will serve as hub for the team, and other tools such as websites, video-conferencing, and in-person meetings will further connect the team to the region (Program Requirement 6).**
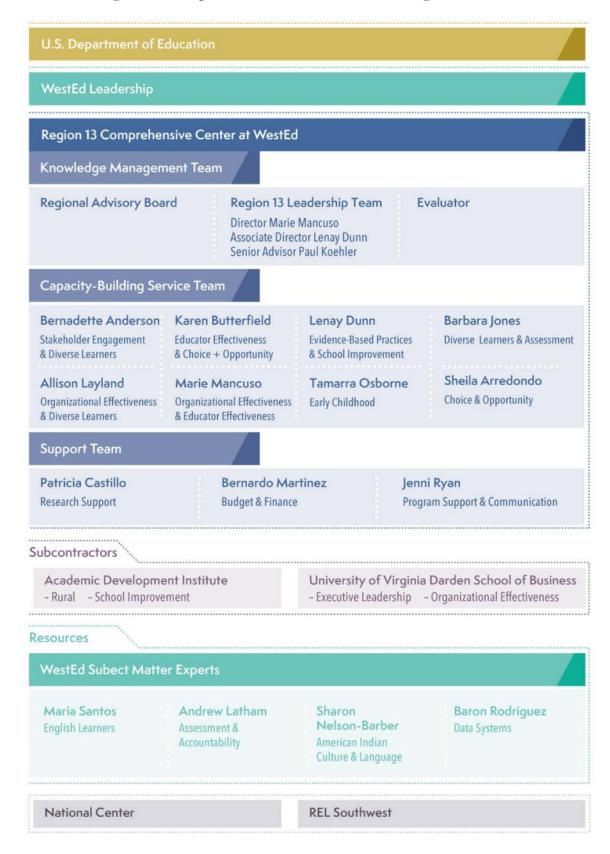
Our R13CC team has complementary skills, expertise, and experience that will best serve the region. **As required by Application Requirement 2 our team has expert knowledge of statutory requirements, regulations, and policies related to programs authorized under ESEA and current education issues and policies for supporting implementation and scaling up of evidence-based programs, practices, and interventions.** This expertise is evident in the team's approach to TA described in Section A, application of EBPs as a continuous improvement strategy described in Section B, and experiences described in this section. Our team members have helped SEAs and LEAs understand and apply ESSA provisions in concert with other key state and federal policies to support implementation and scaling of evidence-based strategies. For example, in 2016/17, WCC offered two working sessions for states to understand ESSA requirements and develop ESSA state plans that incorporated their state priorities. These sessions included an examination of the requirements, stakeholder engagement strategies, team planning, and consultation and feedback from WestEd experts on SEA plans. Members of this R13CC team followed these sessions with ongoing support to help SEAs finalize ESSA State Plans.

Our approach to TA, as described in Section A, uses processes and tools to identify problems and conduct root-cause analyses; develop and implement logic models, organizational assessments, strategic plans, and process improvements; and sustain the use of evidence-based programs, practices, and interventions (Application Requirement 3 (iii)). As demonstrated throughout this proposal, the R13CC team has extensive experience in these strategic activities. Key projects where we have applied these activities with SEAs and LEAs include the Talent for Turnaround Leadership Academy, Educator Effectiveness Collaborative, Arizona ELEVATE leadership training, and New Mexico's Principals Pursuing Excellence and

Teachers Pursuing Excellence. In each of these state-led initiatives, our R13CC team has partnered with SEA and LEA staff to help them use this strategic approach to sustain effective evidence-based programs, practices, and interventions. Our R13CC team helped SEA teams identify problems and conduct root cause analyses, develop logic models and strategic plans to design initiatives, and use tools to reflect on progress and make process improvements. In this work we have used a gradual release model to help SEA teams take on increasing responsibility to implement and sustain these effective evidence-based practices.

Our proposed R13CC staffing structure leverages the expertise and skills of our team to best serve the identified needs of R13CC. The organizational chart (Exhibit C1) depicts the overarching structure of WestEd's proposed R13CC. It shows the relationships with the Advisory Board and evaluator who play important roles in the overall scope of work. An eight-member Capacity-Building Service Team with primary and secondary areas of expertise follows, as well as a three-member Support Team. Our subcontracting partners and their areas of expertise are noted. Additional resources and support include four high-level WestEd subject-matter experts, the National Center, and REL Southwest. A description of our leadership, key staff, and subject matter experts follows the organizational chart. Resumes with additional details about our leadership, key staff, and subject matter experts are included in Appendix C1.

Exhibit C1. Region 13 Comprehensive Center at WestEd Organizational Chart

U.S. Department of Education

WestEd Leadership

Region 13 Comprehensive Center at WestEd

Knowledge Management Team

Regional Advisory Board	Region 13 Leadership Team	Evaluator
	Director Marie Mancuso Associate Director Lenay Dunn Senior Advisor Paul Koehler	

Capacity-Building Service Team

Bernadette Anderson Stakeholder Engagement & Diverse Learners	**Karen Butterfield** Educator Effectiveness & Choice + Opportunity	**Lenay Dunn** Evidence-Based Practices & School Improvement	**Barbara Jones** Diverse Learners & Assessment
Allison Layland Organizational Effectiveness & Diverse Learners	**Marie Mancuso** Organizational Effectiveness & Educator Effectiveness	**Tamarra Osborne** Early Childhood	**Sheila Arredondo** Choice & Opportunity

Support Team

Patricia Castillo Research Support	**Bernardo Martinez** Budget & Finance	**Jenni Ryan** Program Support & Communication

Subcontractors

Academic Development Institute – Rural – School Improvement	University of Virginia Darden School of Business – Executive Leadership – Organizational Effectiveness

Resources

WestEd Subect Matter Experts

Maria Santos English Learners	**Andrew Latham** Assessment & Accountability	**Sharon Nelson-Barber** American Indian Culture & Language	**Baron Rodriguez** Data Systems

National Center	REL Southwest

Region 13 CC Leadership: The Knowledge Management Team

Qualifications of the Director (Selection Criteria c.(3)(i))

Project Director Marie Mancuso, MEd. Marie Mancuso will direct the Region 13 CC, provide support on educator effectiveness projects, and serve as state liaison to New Mexico, **devoting .75 FTE (Program Requirement 6).** She has served in a leadership role in WestEd for fourteen years, as Associate Director of the Southwest Comprehensive Center serving the states of Arizona, Colorado, Nevada, New Mexico, and Utah (2006–2012), and as Co-Director of the West Comprehensive Center at WestEd, serving Arizona, Nevada, and Utah for the past seven years (2012–2019). In addition, she managed the WestEd subcontract serving as the primary technical-assistance provider for Colorado and New Mexico (2012–2019). In both of these roles, Mancuso has assumed all responsibilities in leading a comprehensive center. She has established strong working relationships with SEA leaders, meeting and communicating regularly with chief state school officers and executive teams, often serving as an advisor and mentor; co-creating service plans with them; and consulting with them on organizational needs and progress of the work. In her leadership role she has supervised CC staff; managed budgets, subcontracts, and consultant agreements; coordinated project work and built relationships with leaders in other centers in the network to advance collaboration; ensured all federal evaluation and reporting requirements were met; and kept WestEd leadership informed of our comprehensive center work, impact, and outcomes. Mancuso has worked extensively assisting southwestern states and districts to design, develop, implement and scale education initiatives founded upon change theory, systems thinking, strategic design, and process improvement methodologies. And over the course of her career, Mancuso has worked to inform and implement policy in areas such as early literacy, educator effectiveness, LEA and school improvement, and standards and

assessment in accordance with ESEA and related state education statutes and board policies. As Co-Director of the WCC, she provided assistance to states in understanding new requirements in ESSA and in developing their State ESSA Plans.

With this prior experience, Marie Mancuso is well positioned and highly skilled to direct the R13CC. Mancuso's extensive portfolio of work with chief state school officers and state education agency staffs, as well as her former leadership position for nine years at the Arizona Department of Education prior to coming to WestEd, affords intimate insights into SEA roles, responsibilities, inner workings, and challenges.

In addition to serving in a leadership role in the Southwest and West Comprehensive Centers, Mancuso also provided intensive technical assistance to these five SEAs. As project lead in educator effectiveness, she led a four-state consortium on the design, development, and implementation of states' educator evaluation systems in collaboration with several national centers. She planned, presented, and facilitated a series of convenings over four years for state teams made up of SEA leaders, policymakers, and stakeholders charged with designing their state's evaluation system. She co-led the design, development, and implementation of New Mexico's successful turnaround leadership program, *Principals Pursuing Excellence*, and subsequently, *Teachers Pursuing Excellence*, two programs highly regarded in New Mexico for its evidence of impact. As project lead in standards and assessment implementation, Mancuso led work in Arizona in building a balanced assessment system framework with an emphasis on formative assessment practice. In these projects, Mancuso guided state teams in the development of logic models, implementation plans, design of formative evaluation processes in a continuous improvement cycle, and in adjusting and refining these efforts. **In these projects, the SEA is currently scaling and sustaining the work with little or no assistance from our CC,** *evidence*

of true capacity-building. A more detailed description of Mancuso's support for the New

Mexico teacher and leader programs is below in Exhibit .2.

Exhibit C2. Intensive TA to Implement a Systemic Approach for Turnaround Leader Support in New Mexico Co-Led By M. Mancuso

Need: Build the capacity of leaders to turn around low-performing schools through development and support.

Technical Assistance provided by M. Mancuso as Project Lead

- Assisted NMPED staff to develop a theory of action, an outreach, communication, and implementation plan for a new program, *Principals Pursuing Excellence*, funded with a state appropriation for turnaround leadership;
- Provided research and evidence-based practices in understanding and applying turnaround leader competencies and the use of Behavioral Event Interviews (BEIs) as a tool for the professional development of turnaround leaders;
- Assisted NMPED in designing and implementing a tiered system of support, including SEA, Regional Coaches, LEA-level, and school-level leadership roles;
- Delivered evidence-based, structural approaches to district and school leaders.
- Designed program review protocols and procedures for continuous improvement of program design and implementation with annual, measurable reviews of program impact.

Project Outcomes

- Through seven PPE cohorts, 800 LEA- and school-level educational leaders were trained, impacting over 100,000 students (one in three students across the state) in 250 schools— evidence of scale and sustainability (Organizational Capacity);
- Increased leadership understanding and skill in leading turnaround work in low-performing schools with evidence-based interventions in culture, data-based instruction, and talent management, as evidenced by participant surveys and interviews (Human Capacity);
- Continued state appropriation based on program outcomes and effectiveness (Policy Capacity);
- Increased student outcomes as evidenced by student achievement gains and number of schools moving out of improvement in NM state accountability system.

As Director of the Region 13 Comprehensive Center, Mancuso will oversee WestEd's

Santa Fe, New Mexico, office. A dynamic educator and skilled performance manager, Director

Mancuso will be responsible for the overall administration of the cooperative agreement and the

Center's direction and oversight including scope of work, budget, reporting, management,

evaluation, and accountability for R13CC operations. Director Mancuso is charged with the efficient and effective use of resources, making strategic decisions regarding the allocation and commitment of available resources so that they maximize and leverage impacts for SEA priorities. She will supervise staff, assessing and providing ongoing professional feedback on performance. Director Mancuso will report to WestEd's CEO, its Executive Team, and Governing Board regarding the goals, objectives, and outcomes of the RCC's technical assistance and capacity-building services.

Mancuso will bring her experience to this position. Her extensive knowledge of research on effective technical assistance, change theory, systems change, strategic design process improvement, and organizational management provide the expertise for the successful implementation of RG 13 projects and partnerships.

One of Mancuso's assets is her demonstrated ability to build strong professional relationships, not only with clients, partners and colleagues, but with staff. Mancuso recognizes the power of teamwork and collaboration and that each team member brings a unique set of expertise, skills, and attributes that contributes to the success of the team and the organization. Teamwork is fostered through shared responsibility, mutual respect and collegial support. It is why in our past work as a CC, we have accomplished much with a very small staff. We will do the same in leading RG 13, with the strategic selection of staff based on their unique talents relative to the needs of the region and the support to each other that is needed to continually assess and strengthen our services.

Qualifications of Key Project Personnel (Selection Criteria c.(3)(ii))

Associate Director and School Improvement — Evidence-Based Practices Lead, Lenay Dunn, PhD. Lenay Dunn will serve as the Associate Director of the R13CC and lead the

evidence-based practices work in school improvement. Dr. Dunn currently serves as Associate

Director of the Center on School Turnaround, a FY 2012 Comprehensive Center. In that role,

Dunn co-authored the CST research-based framework for school turnaround, *The Four Domains*

for Rapid School Improvement: A Systems Framework, that has been adopted or adapted by

25 states across the country. The framework shares critical practices in four areas that research

and experience suggest are central to rapid improvement: turnaround leadership, talent

development, instructional transformation, and culture shift. Dr. Dunn partnered with regional

comprehensive staff to provide technical assistance on the Four Domains to numerous SEAs

helping them understand and apply the Framework to improve educational outcomes. Her

experience supporting use of this widely used, research-based framework uniquely qualifies her

to perform this important role. As Associate Director of the national Center on School

Turnaround, Dunn shared leadership responsibilities with the director, including product design,

review, and quality assurance of the center's resources; project management and coordination

with center partners and subcontractors; and budget management and strategic planning.

Dr. Dunn has nearly a decade of experience working in the Comprehensive Center Network and other federal technical assistance centers. She is widely recognized as an expert in applying the ESSA evidence provisions to support

Examples of L. Dunn's work in building human, organizational, and policy leadership capacity helping SEAs and LEAs understand and apply ESSA evidence provisions:

- Co-authored *Evidence-Based Improvement: A Guide for States to Strengthen Their Frameworks and Supports Aligned to the Evidence Requirements of ESSA*.
- Led trainings for WestEd's evidence-based improvement guide and tools to SEA and LEA staff in 12 states.
- Led intensive technical assistance to Arizona, Utah, and Maryland to design and implement their state supports for EBPs and continuous improvement.
- Led intensive technical assistance to numerous LEAs in Arizona to assess and improve equitable opportunities and outcomes for students.

school improvement efforts and has been an invited presenter and panelist at state and national convenings on the topic. As a REL West staff member, Dunn co-leads the cross-REL working group for evidence use in education, developing tools for SEAs and LEAs to select evidence-based strategies aligned with local contexts. Dunn currently leads technical assistance efforts in Arizona and Utah for the REL West to help SEAs and LEAs use evidence-based decision-making approaches and inquiry processes that strengthen student learning outcomes. Previously at WestEd, Dunn served as the Arizona lead for the Region IX Equity Assistance Center, providing technical assistance to LEAs to reach their access, equity, and inclusion goals, and was a member of the California Comprehensive Center team.

One of Dunn's strongest assets is her skill in conceptualizing research, evidence, and theory into frameworks and tools that assist policymakers, SEAs, educators, and stakeholders in the application and transfer of research and evidence into policy and practice. Her extensive knowledge of evidence-based practices, research, and evaluation will be instrumental in leading the Region 13 CC and brings a complementary set of skills and expertise to the leadership team.

As Associate Director of WestEd's Region 13 CC, she will be responsible for managing the Region 13 state service plans and bringing any issues of concern to the attention of Director Mancuso. Mancuso and Dunn have a long-standing working relationship at WestEd and have worked together effectively for many years in CC/REL partnerships. This experience will be instrumental in forging strong partnerships with REL Southwest, in which WestEd is a subcontractor. Associate Director Dunn will share monitoring and reporting obligations with the Director to WestEd leadership, ED, and SEA leadership. She will work closely with Director Mancuso meeting with the state chiefs and executive leadership to develop state service plans and keep SEA leadership informed of their status. She will collaborate with staff assigned to

state service plan projects to monitor progress and review deliverables, ensuring activities remain on track to meet deadlines for deliverables and identified milestones, outputs, and outcomes.

In addition, Dr. Dunn will provide intensive technical assistance to agencies in RG 13 as the lead on evidence-based practices and school improvement efforts. Her background and expertise in both of these areas will serve the region well. For example, in addition to her work in states on the *Four Domains for Rapid School Turnaround* and in the application of *Evidence-Based Improvement: Guide for States to Strengthen their Frameworks and Supports Aligned to the Evidence Requirements of ESSA* (a co-author) she assisted the Arizona Department of Education and its stakeholder working group in developing a *Culturally Inclusive Practices Guide,* a centerpiece of the SEA's work in equity and inclusion and provided direct assistance to LEAs on its application. Further, she serves as the co-principal investigator on a study related to the progress of English learners. This experience will bolster our work in Region 13 in connecting school improvement efforts with the needs of diverse learners.

Senior Advisor Paul Koehler, PhD. Dr. Koehler has served as WestEd's Policy Center Director for 19 years, concurrently serving as a comprehensive center director for 14 years, (Director of the Southwest Comprehensive Center for seven years and current Co-Director of the West Comprehensive Center at WestEd for seven years). In his role as comprehensive center director, he successfully led and managed all CC operations and served as advisor and consultant to several chief state school officers, particularly those new to the role. He has maintained ongoing communication with ED and effective working relationships with other directors in the Comprehensive Center network. As a member of WestEd's Senior Management Team, Dr. Koehler works directly with the CEO and WestEd Board Members to ensure the organization

upholds superior standards, produces high quality products, and maintains its reputation as a premier research, development, and service agency.

As Senior Advisor to the Director and Associate Director, Koehler will be available for consultation and advisement on Region 13 CC operations, management, and strategic planning and will be available to the chiefs and other SEA leaders on federal and state policy and the issues they face in leading key state reform initiatives. He will also provide direct technical assistance, leading and co-managing the University of Virginia's SEA Executive Leadership Program and BIE project work. He currently provides direct technical assistance and manages the West Comprehensive Center's TA for the BIE in the areas of data system improvement, executive leadership development, and working with ED project officers and the BIE leadership team to improve the process of reducing the findings and reporting progress on the Title I and OSEP Corrective Action Plans. Dr. Koehler's experience at all levels of the education system and past work underscore the breadth of his qualifications for this role.

Region 13 Capacity-building Service Team: Key Staff

Educator Effectiveness Lead Karen Butterfield, EdD. *Dr. Butterfield will be the region's project lead on educator effectiveness, school choice and support the BIE data work.* She will serve as liaison to Oklahoma given her established relationship with educator effectiveness leaders at OSDE. Butterfield has been the current comprehensive center lead on educator effectiveness since joining WestEd four years ago. She was specifically hired at the time for her deep knowledge of talent management systems and the educator career continuum as well as her understanding of the related issues, challenges, and opportunities that policymakers, SEAs, LEAs, and stakeholders face in ensuring every child has access to an effective teacher and leader. She already has strong working relationships with program leads in BIE and OSDE.

Prior to her position at WestEd, Butterfield served on the Council of Chief State School Officer's Educator Workforce Team, providing intensive policy implementation and technical assistance to nine states, focusing on teacher and principal evaluation and educator preparation best practices, monitoring teams' progress through a rigorous stock-take process to reflect upon and adjust work plans, and designing and leading sessions at national convenings. Her own experience leading educator talent systems at a SEA makes her particularly skilled at providing effective TA to SEAs, having led this work at a state agency herself. She served as Associate Superintendent of the Highly Effective Teachers and Leaders Division at the Arizona Department of Education, overseeing licensing and certification, Title II, and the design, development, and implementation of Arizona's Educator Evaluation Framework, and earlier as Associate Director of the Academic Achievement Division overseeing all federal programs under ESEA.

Butterfield will also lead the work on educational choice. She led this work at the Arizona Department of Education, overseeing the Charter School Unit and the Career and Technical Education Unit, championing student individual career plans in state policy and LEA and school practice. As a charter developer and founder of the Flagstaff Arts and Leadership Academy, one of Arizona's and the nation's most successful charter schools, Butterfield has deep knowledge and school choice policy experience. She has made presentations at ED's

Examples of K. Butterfields' work in building human, organizational, and policy leadership capacity in Educator Effectiveness:

- Collaborative for the Continuous Improvement of Educator Evaluation Systems, transforming educator evaluation systems in six states;
- *Guiding Principles for the Continuous Improvement of Educator Effectiveness Systems,* a guide for SEAs and LEAs to inform their work;
- National Talent for Turnaround Leadership Academy, developing innovative approaches with nine states and 15 districts to address educator recruitment and retention in high need schools.

Public Charter Schools Program national conferences, testified before Congressional committees, and served as a reviewer for ED's Public Charter Schools Program's funding applications.

Butterfield has served as the coordinator of the data work with the BIE data teams and WestEd data experts for the last two years and will continue in this role in Region 13. Under her leadership, the BIE has launched their new Data Governance Board and are working towards stronger data use practices and procedures. Her continued work with the BIE will ensure seamless assistance in this important work.

Diverse Learners Lead Barbara Jones, MA. *Barbara Jones will serve as the lead in our work with diverse learners.* Jones will ensure a strong focus on equity across all R13CC projects, particularly in access to effective educators and school improvement efforts and provide expertise in meeting the needs of English learners and American Indian students. Jones brings expertise in formative assessment, culturally and linguistically responsive instruction, American Indian education, and professional development. She is highly skilled and experienced in the design, development, and implementation of online and blended professional learning models and is currently engaged in that work in assessment for learning in WestEd's Learning

Examples of B. Jones' work in building human, organizational, and policy leadership capacity in Assessment and Instruction for Diverse Learners

- Formative Assessment and Assessment Literacy Capacity-Building Project with four RCCs and five states increased assessment literacy and strengthened use of formative assessment;
- Online professional development learning modules helped schools and districts implement culturally responsive instruction and formative assessment for Indigenous students;
- Formative assessment professional learning modules piloted with Anadarko Public School District in Oklahoma and disseminated to the Colorado Department of Education, American Indian English Learner Research Alliance, and at the Native American Education Conference;
- Professional learning modules for educators for evidence-based practices for EL learners.

Innovations group. She has served as the Director of Culturally Responsive Practices at the national Center on Standards and Assessment Implementation at WestEd (CSAI) and is currently a professional learning specialist. Her focus is on working with states, districts, and schools to support teachers and leaders of linguistically and culturally diverse students.

Ms. Jones' prior experience as an education researcher at the National Center for Research on Evaluation, Standards, and Student Testing at the University of California Los Angeles (UCLA) brings a deep knowledge of current research and an understanding of the theoretical underpinnings of linguistically and culturally responsive instruction. Most importantly, Jones has the skill to translate research and evidence into practical application. This expertise will be an asset to the R13CC team and its SEA clients and stakeholders. As a technical assistance provider at CSAI, Jones supported the development of the Nevada teacher evaluation and improvement system, co-developing the Nevada High-Leverage Instructional Standards, the cornerstone of the Nevada Educator Performance Framework.

Organizational Effectiveness Lead Allison Layland, PhD. *Dr. Layland will lead the BIE work at the R13CC.* She is currently Chief Education Strategist for ADI, a consultant for three Comprehensive Centers, and Assistant Director of a Regional Resource Center funded by the Office of Special Education Programs (OSEP). She will provide technical assistance to the BIE on systems change, strategic planning and implementation, and provide coaching and support to BIE goal leads in their newly launched performance management system. She will also provide support and assistance to BIE leadership to address and resolve corrective actions and compliance issues.

Dr. Layland has already built strong relationships with the BIE leadership and staff leading organizational transformation. She has earned credibility and trust with the BIE in the progress

they have made to date including a BIE Strategic Direction plan, and the design and

implementation of the Strategic Performance Management (SPM) Process, a capacity-building

process for education organizations
to more intentionally and
efficiently set a direction, align
structures and functions, and
transform the way people work
within the organization to better

Examples of A. Layland's work in building human, organizational and policy leadership capacity in SPM:

- *An independent evaluation of SPM indicated all participating SEAs have made improvements in integration and efficiency of operation;*
- *In her work in the OSEP center, she assisted nine states and the District of Columbia in improving data and reporting systems and using data to improve services to students with disabilities.*

support schools in improving student outcomes. It holds staff accountable through online

reporting and ongoing in-person and virtual team working sessions. These have been and will

continue to be designed, led, and facilitated by Layland and the BIE support staff.

Dr. Layland brings a wealth of experience to this work in her current and past efforts in the

CC network. She and her colleague Dr. Sam Redding created the SPM process, The SPM

process, as applied with three SEAs, one U.S. territory, the BIE, and the Hawaii State Public

Charter School Commission, is an adaptable and effective model for substantial organizational

change. As a result of SPM, the BIE closed three Government Accountability Office findings

and other states were able to correct compliance findings.

Stakeholder Engagement Lead Bernadette Anderson, EdD, EdS. Dr. Anderson will lead

work on stakeholder engagement, particularly in American Indian and school improvement

efforts. Anderson is ADI's project lead for all American Indian projects and will serve in that

role in R13CC for projects in Oklahoma and New Mexico and support BIE as needed. She is

involved in two of the five Department of Education State Tribal Education Partnership Grants

and two Native Youth Community Projects in Oklahoma: 1) as a Partner with Tribal Education

Departments National Assembly (TEDNA) on a Native Youth Community Project (NYCP) with Oklahoma tribes; 2) as a Partner with the Muscogee Creek Nation on Native American Youth (NYCP); and 3) as a Partner with the Muscogee Creek Nation and the Oklahoma Department of Education in a State-Tribal Education Partnership (STEP) project. In all these projects, Bernadette is an advisor to the tribe and project, trains project staff, and develops curriculum and instruments. She also has projects with the Nez Perce tribe in Idaho, where she is an enrolled member, and Northern Cheyenne in Montana.

Ms. Anderson is also ADI's Director of Institutional Advancement and School Community Network. Anderson has over 20 years of experience in building family engagement systems in local schools, districts, and state departments. She oversees ADI's School Community Network web-based resources, and for many years she coordinated professional development centered on parent involvement for the Illinois State Board of Education (ISBE) while assisting ISBE with creating a Family Engagement Framework. Her experience in successfully building community engagement in support of student well-being will be instrumental in addressing the region's needs.

Choice and Opportunity Lead, Sheila Arredondo, Ph.D. Sheila Arredondo will lead the career pathways and opportunities projects in Region 13 as she has for the last 13 years in the West Comprehensive Center. In that role, she established a regional collaborative of representatives from southwestern state education agencies who manage college and career readiness initiatives. Her leadership helped the group strengthen statewide comprehensive school counseling programs, increase support for and preparation of school counselors, implement and improve individualized learning plans for students, enhance secondary options and choices, and scale career development and work-based learning initiatives. Dr. Arredondo has extensive

experience in cross-agency and intra-organizational collaboration and stakeholder engagement. She has successfully designed and managed statewide strategic planning efforts, research studies, and taskforces on behalf of and in collaboration with state education agency staffs in Arizona, Colorado, Nevada, and Utah. As a policy analyst and program director at the Education Commission of the States, she helped leaders in five states to redesign education accountability systems and implement evidence-based practices to improve mathematics and science education.

Early Childhood Lead, *Tamarra Osborne, M.S.* Osborne will lead the early childhood projects for Region 13. Currently she is the Project Manager for WestEd's Desired Results Training and Technical Assistance Project to improve program quality in early care and education programs. In this role, Osborne develops a variety of professional learning modalities and provides training and technical assistance in multiple states. Prior to joining WestEd, Tamarra supported infants, toddlers and preschoolers in state funded programs. She directed nonprofit childcare centers for 10 years and served as a Professional Growth Advisor for the Child Development Training Consortium.

RG 13 Support Team

Research Support Patricia Castillo, MEd. Patricia Castillo is a Research Assistant and will assist in identifying evidence-based practices, programs, and interventions needed to implement state service plan projects. She will translate research into practice by preparing clear reports that describe research methods, present findings, and discuss any limitations. She will directly support the BIE, NMPED, OSDE and the districts and schools they serve with developing, piloting, refining, and administering data collection instruments and protocols in continuous improvement cycles. Castillo is well versed in qualitative and quantitative methodologies and software. She develops structures to organize and support easy access to qualitative and

quantitative data, is proficient in data entry and coding, and performs thorough analyses. She can assist with data collection at district and school sites including conducting focus groups, interviews, and classroom observations.

Business and Finance Associate Bernardo Martinez, JD. Bernardo Martinez is a Senior Financial Analyst at WestEd. His role is critical for the Center to work within a limited budget and meet high demand for services. In an environment where need exceeds the resource capacity of a technical assistance provider, the team must possess the expertise to effectively budget, manage, track, and provide data to strategically prepare for budget planning and forecasting. Martinez will ensure that the budget is planned, monitored, forecasted, and tracked to make sure the funds are targeted to the clients' needs. That effort relies on WestEd tools and processes for budget planning and forecasting, which Martinez has used extensively.

Program Assistant Jennifer Ryan. Jennifer Ryan is the Program Assistant for the WestEd Policy Center. No organization can perform effectively without the critical support services provided by Program Assistants. Recognizing the unique skill set required in a position that encompasses both political and educational cultures, the role of the Program Assistant is heightened. The Program Assistant supports and enhances relationships with clients and has the administrative skills to support CC work and outcomes. Ryan has been with WestEd for four years and possesses more than 25 years of experience in the executive-level administration and management field.

LEA and School Improvement Sam Redding, EdD. Dr. Redding, formerly the Executive Director of the Academic Development Institute, is currently Chief Learning Scientist at ADI, Associate Director of the Center on School Turnaround, a Senior Learning Specialist with the Center on Innovations in Learning, and a consultant to the Building State Capacity and

Productivity Center. Dr. Redding was also Director of the Center on Innovation and Improvement from 2005 to 2012. Dr. Redding will focus on system design and improvement work, especially in rural contexts, drawing from his background in authoring foundational publications on statewide systems of support, school improvement, turnaround, and performance management.

SEA Executive Leadership William Robinson, MBA. William Robinson is the Executive Director of the University of Virginia Darden/Curry Partnership for Leaders in Education (UVA-PLE). He is responsible for the organization's overall direction, strategic planning, business development, direct district/school support, and operational improvement. Under his leadership, UVA-PLE is recognized by the Wallace Foundation and RAND as one of only two K-12 leadership development organizations in the country that qualify as evidence-based, given the impact on student results. He will co-lead the SEA Executive Leadership program for the Region 13CC with WestEd's Paul Koehler.

Additional WestEd Subject Matter Experts

WestEd staff's extensive subject matter expertise will be leveraged to provide further support in priority areas and will be called upon on an as-needed basis. WestEd professionals hold over 360 advanced degrees, including 120 doctorates in education or other relevant fields such as psychology, sociology, public policy, and statistics. WestEd staff members are nationally known for their work in the priority need areas identified in Region 13, with their stature and achievements recognized by awards from professional organizations, placement on boards, and selection for high-profile advisory committees.

WestEd experts we have identified who will serve as advisors, experts, and thought partners to the Region 13 core staff include: *Maria Santos* who will add policy and practice expertise to

our English learner work; *Sharon Nelson Barber*, who leads WestEd's work in indigenous populations and will serve as a resource to our American Indian work; *Andy Latham*, formerly the Director of the Center on Standards and Assessment Implementation (CSAI) at WestEd and current Program Director of the Standards, Assessment and Accountability Services at WestEd, will provide technical expertise in assessment and accountability; *Baron Rodriguez,* Director of Data Privacy and Security at WestEd, will provide expertise in data systems and use. Additional subject matter experts available to the Region 13 CC team are described in Appendix C2.

Regional Advisory Board

In accordance with the statute creating regional comprehensive centers, and following the approach of the current WCC, the R13CC will establish an Advisory Board representing key stakeholder groups. A critical role of the WCC Advisory Board has been needs sensing and providing input about the capacity-building services provided through the Center to ensure high-quality, relevant, and useful technical assistance. Continuing in this vein, the R13CC Advisory Board will meet periodically with Center leaders and staff to assess individual state and regional needs, provide on-going feedback about services being provided, and apprise the Center of changing contexts prompted by such things as leadership transition of the Chief State School Officer or State Board of Education members, new legislation, and other factors that prompt these shifts.

Evaluator

WestEd is proposing an internal evaluation of the Region 13 Center that incorporates formative and summative components aimed at supporting continuous improvement of the Center, addressing the Government Performance and Results (GPRA) indicators, and measuring the progress toward and completion of milestones, outputs, outcomes, and goals as described in

Section D. **WestEd has a long history of conducting evaluation and monitoring projects with federal agencies, state education departments, school districts and schools, foundations, and other local and community-based organizations (App. Req. 3(iv)).**

Our evaluations range from rigorous randomized control trials to qualitative studies, each designed to increase program performance, efficiency, transparency, and accountability, and to enhance future decision-making. Prior evaluation studies examined the efficacy of specific initiatives, tracked performance against strategic objectives and benchmarks, assessed progress and outcomes, measured fidelity, and provided continuous feedback for program improvement. Studies typically involve multiple research methods integrating quantitative and qualitative data collection activities to fully capture the highlights, progress, strengths, challenges, areas for improvement, and outcomes of programs.

WestEd also has extensive experience evaluating technical assistance centers, both internally and externally. Evaluation of technical assistance requires specialized approaches targeting the intended outcomes and capacities to be built through the assistance. Our approach was honed and refined based on years of successfully evaluating prior comprehensive centers. Most recently, WestEd staff serve as internal evaluators for the Mid-Atlantic Comprehensive Center and the Center on Standards and Assessment Implementation. WestEd served as the external evaluators for the Great Lakes Comprehensive Center and the Midwest Comprehensive Center, both operated by American Institutes for Research (AIR), from 2012 to 2017. Additionally, WestEd staff served as internal evaluators for the California Comprehensive Center, Southwest Comprehensive Center, and the Assessment and Accountability Content Center from 2005-2012.

Serving as an internal evaluator requires the establishment of firewalls to ensure a clear delineation of duties between the staff providing and those evaluating the technical assistance. The evaluation team remains separate and independent from the technical assistance providers to ensure a valid and reliable evaluation not influenced by reporting relationships. Data are collected directly by the evaluation team and reported to Center leadership in aggregate form to protect respondent confidentiality. WestEd has implemented such firewalls on several of its projects, including prior comprehensive center evaluations, and will continue to do so for the evaluation of R13CC.

Project Partners Capability

The external organizations who will subcontract with us to serve Region 13 have provided outstanding services to SEAs on proposed work. They include the Academic Development Institute (ADI), a female led, non-profit preeminent developer and provider of transformational services to improve individual and organizational performance to enhance children's academic and personal development, and the University of Virginia's Darden School of Business Executive Leadership Program. Agency overviews and descriptions of work in the states to be served are provided below.

The Academic Development Institute (ADI) was founded in 1984 with the mission of assisting families, schools, and communities with children's academic and personal development. ADI brings nationally recognized expertise and extensive experience in assisting SEAs, the BIE, Native American schools and communities, and low performing districts and schools in improving and sustaining systems to better serve students and their families.

ADI focuses on three areas of research and practice: 1) the dynamics of change (improvement, innovation, transformation) and the science of indicators; 2) personal

competencies that propel student learning; and 3) the school as a community, including family engagement. ADI administered the national Center on Innovation & Improvement from 2005 to 2012. In 2012, ADI became a partner in three national content centers. Today, ADI works nationwide, providing services varying in intensity and duration, from building the awareness and understanding of people to transforming and changing organizations.

ADI's work with the BIE began in 2009 when the Title I office at ED asked ADI, through its Center on Innovation & Improvement, to assist the BIE with its system of support for school improvement and compliance reporting (from schools to the BIE, and from the BIE to ED). ADI began consulting with BIE and in 2010, ADI developed and provided training for Native Star, an online solution to managing school improvement and electronically submitting a variety of reports and forms. Also, in 2010, and for the next year, BIE joined the Academy of Pacesetting States to create an operations manual for its system of support for school improvement. ADI maintained a consulting and training relationship with BIE through several transitions in BIE leadership, reorganization of the agency, and on-again, off-again approaches to school improvement. Today, nearly all BIE and tribally-operated schools use Native Star for school improvement and to submit forms and reports such as Title I LEA Assurances, Consolidated Applications, Schoolwide Budgets and Program Plans, Needs Assessments & SMART Goals, Fiscal Accountability Self-Assessment and Action Plans, School Improvement Grant Intervention Progress and Leading/Lagging Data, IDEA Part B Application, and FACE Continuing Application.

From 2012 to 2017, ADI provided the Family Engagement Tool and trainings for the BIE that was made available to all BIE schools. ADI's web-based Family Engagement Tool was used for data collection and to provide structure to the work of Family Engagement Teams. BIE

integrated the tool into their Title I system of support. In 2016, with a new director coming to BIE, ED sought ADI's assistance with a new strategic plan for the agency. Through the Building State Capacity and Productivity Center, and with support from two regional comprehensive centers, ADI consultants guided BIE leadership in the Strategic Performance Management process, completion of a plan, feedback from multiple tribal consultations, revisions, input from BIE staff, and final approval by the Department of Interior. ADI also created an online strategic performance management tool that BIE uses to manage the implementation of the plan.
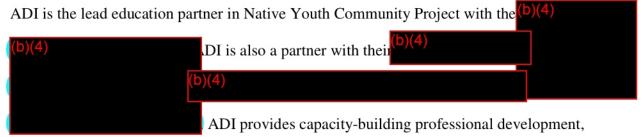
ADI has also performed high-quality work in Oklahoma. The state was one of nine that formed the Academy of Pacesetting States, administered by ADI through its Center on Innovation & Improvement in 2009. Teams from the nine SEAs and representatives from their regional centers met in Princeton, New Jersey, for a week in the summer of 2009 for the Academy's initial conference and training on systems of support and school turnaround. The Oklahoma team held monthly virtual meetings with ADI consultants for two years, and quarterly virtual meetings with ADI and the other state teams. In the summer of 2010, Oklahoma and the other state teams met for four days in Coeur d'Alene, Idaho, to share the work they had done during the year and make plans for further development of the systems of support and their turnaround projects. In 2010, ADI developed the Ways to Improve School Effectiveness (WISE) Tool for Oklahoma and the state used this online tool to manage school improvement from submission until the end of major School Improvement Grants (SIG).

ADI became the lead education partner in a Native Youth Community Project with the TEDNA, based in Oklahoma, three Oklahoma tribes (b)(4)
(b)(4)   ), and one Montana tribe (b)(4)   n 2015. ADI's role is to build professional teaching capacity of staff and support design and implementation

efforts for their college and career readiness curriculum. ADI also provides support to the

TEDNA organization through sustainability efforts and data collection protocols. Since 2016,

ADI is the lead education partner in Native Youth Community Project with the (b)(4)

(b)(4) ADI is also a partner with their (b)(4)

(b)(4)

ADI provides capacity-building professional development,

strategic planning, policy analysis, and evaluation support for both grants.

University of Virginia, Darden School of Business is world-renowned for its work in

executive leadership — training and supporting CEOs and managers of large international and

national companies, and leaders in the military and non-profit service agencies and

organizations. Several years ago, the University of Virginia committed to bringing this world-

class executive leadership opportunity to education leaders and has partnered with WestEd over

the past decade to support LEA and school turnaround leaders in five southwestern states as part

of its UVA Partnership for Leaders in Education (UVA-PLE) program. UVA-PLE's

transformative and tailored leadership development increases the capacity of district and school

teams to shape their own futures and achieve lasting improvements in student learning. Through

three years of integrated executive education and onsite thought partnership, they drive

organizational learning and collaboration that empowers teams to heighten focus and confront

difficult problems. UVA partners with districts and school leadership teams to create the

conditions for change to generate their ability to advance transformational change. With the

partnership now in its 16th year, most partner schools outgain state averages, almost 50% of

partner schools have experienced double-digit proficiency gains within two years, and many of

partners schools each year achieve far greater gains and are recognized as top growth or blue

ribbon Title I schools in their states. The program was recognized recently by RAND and the Wallace Foundation as one of only two leadership development efforts in the country that qualify as evidence-based under ESSA.

Seven years ago, SEA leaders in Arizona, Colorado, Nevada, New Mexico, and Utah, served by the West Comprehensive Center at WestEd, requested a similar program to build their capacity to lead statewide education initiatives. The SEA Executive Leadership Program evolved from the UVA-PLE Core Partnership; it provides chiefs and their deputies the opportunity to access training, consultation, and in some cases, coaching, from Darden School of Business faculty to address leadership, talent management, strategic planning, performance management, and other internal organizational issues. With West Comprehensive Center leadership working closely with chief state school officers, this program is customized to each chief's priorities and is tailored to the organizational needs of the SEA. Executive teams in each SEA participate with the chiefs at both cross-state and state-specific retreat settings where both individual and group leadership capacities are addressed. This unique program, the only one of its kind in the nation, has received ongoing and consistent accolades from SEA chiefs and leaders as one of the only and best professional-growth opportunities available to them that specifically addresses their leadership role as a state education agency.

WestEd's Capacity to Lead Region 13 Comprehensive Center (App. Req. 3)

As noted, achieving the goals of Region 13 depends in large measure on the quality of core staff, their demonstrated proficiency in carrying out work of this scope and depth, and their proven ability to engage and collaborate with clients, consultants, partner organizations, regional and national centers, and ED. But it also depends on the organizational capacity and knowledge capital of WestEd to operate and support a multi-year project of this scale. Following an agency

overview, this section provides evidence of WestEd's success managing regional centers and delivering technical assistance to state and local education agencies, demonstrating the depth of WestEd's experience and institutional resources in multiple areas that qualify it to operate the R13CC. Finally, it illustrates WestEd's sound management plan and processes for retaining a team of systems change professionals and subject-matter experts.

Success for every learner is WestEd's prime motivation and has been for more than five decades. A nonpartisan, nonprofit research, development, and service agency, WestEd tackles real-world challenges to improve learning, healthy development, and equity in communities throughout the United States and abroad. The executive team strategically leads, mobilizes, and operationalizes a long-range course of action and a set of goals to align with and achieve the organization's vision and mission.

Our 700 staff work in 16 offices across the nation serving clients at all levels of the system. The depth, diversity, and history of our work, coupled with on-the-ground experience and research-based knowledge, give WestEd staff unique expertise in helping learners succeed in school, career, and life. WestEd staff meet the needs of our clients and customers by conducting research and development programs, projects, and evaluations; providing training, professional development, and technical assistance; and working with policymakers and practitioners at national, regional, state, and local levels to carry out large-scale school improvement and innovative change initiatives.

Managing Budgets, Consultants/Sub-Contractors, and Large-Scale Projects (App. Req. 3(i))

WestEd has a comprehensive set of policies and procedures that define its management and accounting practices and has extensive experience managing large scale projects. Below we

detail our work in managing budgets, tracking technical assistance, allocating resources, managing staff and subcontractors, communicating to diverse audiences, quality assurance, and evaluation.

Managing Budgets. WestEd routinely passes audits and reviews by funders such as WestEd's cognizant agency, the Department of Education (ED), the Department of Justice, the National Science Foundation (NSF), state and local agencies and institutes of higher education. An annual audit that includes the single audit requirements is performed by an independent Certified Public Accounting firm. WestEd has qualified as a low-risk auditee with respect to compliance with single audit requirements under the Uniform Guidance.

The majority of WestEd's contracts are billed on a cost-reimbursement basis. Accounting, billing, and reporting procedures have been designed specifically to meet a variety of government reporting requirements such as FAR, EDAR, and EDGAR. Daily business operations — including contract administration, contract compliance, data processing, and accounting functions — are handled through WestEd's Contracts and Accounting/Finance departments under the direction of Nancy Riddle, Chief Financial Officer. Key positions include the Deputy Chief Financial Officer, Contracts Manager, Finance Director, Controller, Accounting Manager, Accounts Receivable Manager, Accounting Operations Supervisor, Procurement Manager, and Financial Compliance Manager. Practices are governed by Generally Accepted Accounting Principles, internal controls, the WestEd's Rules for the Conduct of Business, the rules governing government contracts, and specific contractual agreements.

Procedures are in place for mid-month and month-end reporting, which enables project managers to review and monitor costs against budgets in a timely manner. In addition, WestEd

has an electronic timesheet system that can be accessed via a secure intranet, available only to WestEd staff, that produces a weekly labor report for project directors.

WestEd also has comprehensive purchasing policies and procedures in place administered by the Procurement Department. Adequate checks and balances ensure that the procurement of goods and services consistently complies with the cost principles set forth in the Uniform Guidance. WestEd also has extensive written guidelines and procedures on allocating costs, which not only meet the requirements of the Uniform Guidance, but also routinely pass the reviews of numerous funders, including WestEd's cognizant agency, ED. WestEd submits an annual Indirect Cost Rate Proposal to ED.

Ability to select, coordinate, and oversee multiple consultant and sub-contractor team. WestEd has established effective processes for designing and implementing performance management processes with staff, subcontractors, and consultants that enable effective hiring, developing, supervising, and retaining a team of subject-matter experts and professional staff. WestEd is committed to hiring and managing TA staff in such a way that we effectively and efficiently support SEAs in engaging in systems change to provide more coherent, integrated services and support systems for LEAs and schools. We hire TA staff who have content expertise, demonstrate technical assistance knowledge and skills, and an understanding of the role of SEAs. Many of our TA staff are not only former educators, but also have had leadership experience in SEAs, bringing those perspectives to the work. However, no team can be expert in all areas of need, nor would it be fiscally responsible and efficient to attempt to do that. CC leadership assesses expertise and strengths of the team. When new or emerging needs arise that the CC does not have the expertise to address, the CC either hires new staff, accesses expertise from elsewhere within WestEd, or contracts with consultants for services from experts outside of

WestEd. We will also look to the National Center and the broader TA network for expertise, as we looked to Content Centers in the past. We established long-standing strong relationships in the past with the Content Centers and partnered with them to provide content expertise and resources. When the CC and the National Center do not have the capacity to meet an identified need, WestEd will issue consulting agreements for specific, time-bound tasks. In all cases, CC staff work alongside the content expert, not expecting them to "take over" the work, but instead to enhance it.

When subcontractors or consultants are needed, their respective agreements identify the expectations for both WestEd and the relevant party, including work to be performed and reporting requirements. We will require monthly reports, which include both substantive (tasks completed, problems encountered, solutions developed) and financial information (funds expended, staff hours allocated, and other direct costs) as well as regularly scheduled planning and check-in calls. Subcontractors and consultants are held to the same quality assurance standards described below in providing services and deliverables to clients.

Whether TA is provided by CC staff exclusively, or aided by internal or external experts, the National Center, or subcontractors, effective management is guided by WestEd's standards procedures for work planning, task analysis, and project monitoring through all stages of work, from initial needs assessment and root cause analyses to the development, implementation, and assessment of a tiered strategic plan. Embedded within targeted and intensive TA plans are specific tasks, product development, and events that require completion of work that is on time, within budget, and with high standards of quality.

Leading Large-Scale Projects. WestEd leads multiple federally funded regional and national technical assistance centers charged with building the capacity of state and local

education agencies and schools to address pressing challenges, including implementing and administering programs authorized under the Elementary and Secondary Education Act (ESEA) and ensuring equitable access to high-quality educational opportunities for all children. For example, WestEd operates three regional comprehensive centers — California, Mid-Atlantic, and West — as well as the Center on School Turnaround and Center on Standards and Assessment Implementation. Regional Educational Laboratory (REL) West provides research, analytic assistance, and resources designed to increase the use of quality data and evidence in education decision-making. The National Center for Systemic Improvement helps states transform their systems to improve outcomes for infants, toddlers, children, and youth with disabilities. The Center for IDEA Fiscal Reporting provides technical assistance to state and local education agencies to help them meet federal obligations to collect and report special education fiscal data.

Performance Management Processes (App. Req. 3(ii)). Initial plans and timelines are designed using project management software that allows for real-time tracking of progress toward milestones and against projections. By establishing specific interim milestone deadlines and identifying the steps required to meet these milestones, it is possible to detect problems and find solutions quickly, avoid drift, and efficiently guide projects to on-time completion. Linking project goals with staff assignments ensures efficient procedures and motivates staff by highlighting their contribution to the outcomes.

All TA work involves multiple staff members, sometimes including subcontracting agencies or subject matter experts in different locations, making ongoing communication key to ensuring that work remains on track. During the early stages of TA plan development, frequent interaction is essential. An initial virtual or face-to-face meeting is held during which we agree

on norms and procedures. For example, we establish a schedule of weekly or bi-weekly meetings that have agendas with specific goals and are run efficiently through use of standard meeting management techniques. The CC Director is a regular participant, providing ongoing supervision and monitoring. Conference calls, frequent email, and technology-facilitated file sharing keep information flowing between meetings. Plans, notes, and progress reports are all posted in a central web-based Content Management System software that enables easy access for data entry, monitoring, and reporting for all audiences. Reports can be generated easily from this content management system.

Performance management is guided by WestEd's standard procedures for work planning, task analysis, and project monitoring through all stages of work, from initial needs assessment and root cause analyses to the development, implementation, and assessment of a strategic or service plan. Embedded within intensive technical assistance plans are specific events, associated tasks, owners, deadlines, outputs, and products that require completion of work that is on time, within budget, and with high standards of quality. When subcontractors or consultants are needed, their respective agreements identify the expectations for both WestEd and the relevant party, including work to be performed and reporting requirements. Monthly reports, which include both substantive (tasks completed, problems encountered, solutions developed) and financial information (funds expended, staff hours allocated, and other direct costs) are required as well as regular planning and check-in calls.
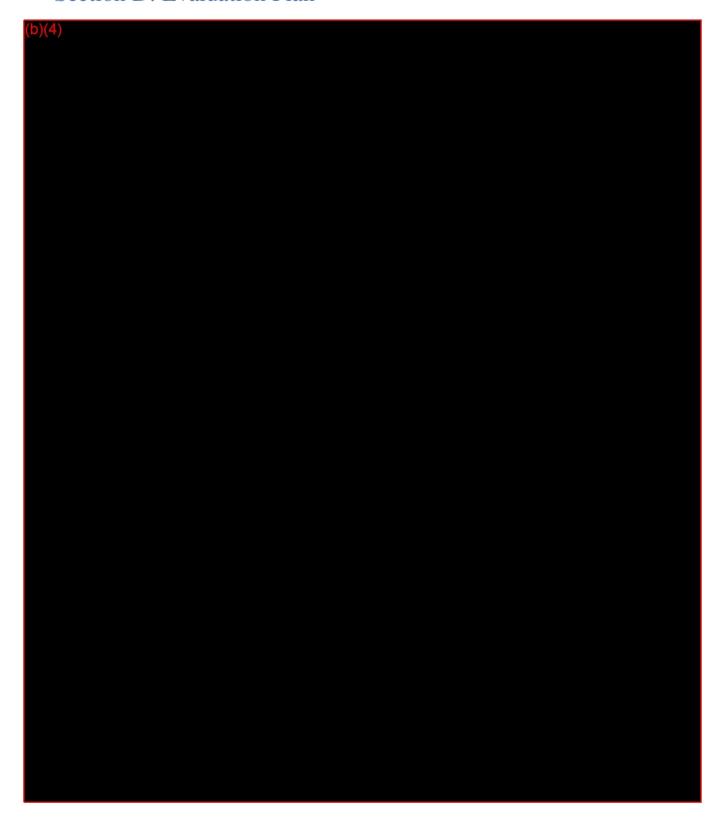
WestEd Commitment to Hiring from Underrepresented Groups (Selection Criteria (c)(2))

WestEd maintains an inclusive environment and values staff diversity, employing individuals of different nationalities, ethnicities, lifestyles, socioeconomic backgrounds, cultures, and ages at all levels of our organization. WestEd maintains an Equal Employment Opportunity and

Affirmative Action Policy. WestEd's Affirmative Action Officer, the Director of Human Resources, periodically audits the compliance and implementation of the policy and annually reports on WestEd's progress toward achieving the objectives of our Equal Employment Opportunity and Affirmative Action policy. WestEd is committed to hiring, supporting and promoting staff from diverse backgrounds who reflect the communities we serve and staff from groups that have been underrepresented based on race, color, national origin, gender, age, or disability. Today, nearly 40% of WestEd's staff come from diverse racial and ethnic groups. In addition to our recent success in increasing the diversity of our staff, we have established an organizational goal to recruit at least 40% of new hires from diverse demographic groups. In 2018, over 50% of new hires were from diverse populations. This has been achieved, in part, through strategies such as growing our professional networks, recruiting in new communities, and ensuring candidate pools represent the diversity of the communities we serve. WestEd continues to conduct recruitment activities to achieve and surpass its goals for staff diversity.

In summary, WestEd's capacity to operate R13CC is evident in its accomplishments over several decades, its mission-driven culture and its operation of TA centers with which it partners or for which it serves as lead agency. Our ability to develop and maintain innovative private and public partnerships and attract and retain highly-qualified staff is illustrative of WestEd's reputation as a leader in education research, development, and service.

Section D: Evaluation Plan

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Conclusion

Given current social, political, and economic realities, education leaders in Region 13 face

multiple critical challenges reflected in the priorities in this proposal. With a strong portfolio and

long-standing technical assistance experience, WestEd is uniquely positioned to provide

intensive technical assistance to build the human, organizational, policy, and resource capacities of the region's SEAs to implement and scale up evidence-based practices and improve opportunities and outcomes for all students, especially rural and low-income students. We stand ready to begin this work and welcome the opportunity.

WestEd Comprehensive Center Proposals

(b)(4)

Budget Narrative File(s)

* Mandatory Budget Narrative Filename: WestEd_RG13_ED524_Budget_Justification.pdf

[Add Mandatory Budget Narrative] [Delete Mandatory Budget Narrative] [View Mandatory Budget Narrative]

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative] [Delete Optional Budget Narrative] [View Optional Budget Narrative]

BUDGET JUSTIFICATION
Region 13 Comprehensive Center
Bureau of Indian Education, New Mexico, Oklahoma
October 1, 2019 – September 30, 2024

Introduction

In drafting the Center's proposed budget, the Region 13 Comprehensive Center (RG13 CC) team aligned the available resources to the challenges and priorities of the state education agencies (SEAs) across the region to ensure that allocations and staffing are adequate to successfully carry out the work. The staffing structure reflects the content and technical assistance expertise needed to meet SEA and states' needs at appropriate levels of effort for the projects identified in State service plans.

WestEd, the Academic Development Institute (ADI) and University of Virginia (UVA) draw from talent across our organizations to meet state and regional needs. Staff with deep expertise and experience may be identified to lead and/or contribute to work in more than one region. However, **WestEd, ADI and UVA have not staffed any person over 1.0 full-time equivalent (FTE) across proposals to ensure that individuals can carry out the work, if awarded.**

The advantage to staffing some key personnel in multiple regions is that they can bring the experience and lessons learned from one state or region to another for the benefit of clients, increasing success rates and outcomes for SEA staff, educators, and ultimately students. All resource allocation decisions are strategic, meant to leverage talent in the most efficient and effective manner, avoiding duplication of effort within the region and across the network, and designed with the end goal in mind — improving outcomes for all students in the states we serve. The following section provides a rationale for the RG13 CC budget allocations.

Personnel

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1

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of the Freedom of Information and Privacy Act

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of the Freedom of Information and Privacy Act

Personnel	Title	Year 1			Year 2			Year 3			Year 4			Year 5		
		Base Salary	Wages	FTE	Base Salary	Wages	FTE	Base Salary	Wages	FTE	Base Salary	Wages	FTE	Base Salary	Wages	FTE

(b)(4)

3

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	Year 1	Year 2	Year 3	Year 4	Year 5	Total
(b)(4)						

Fringe Benefits

(b)(4)

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Permanent (b)(4)	(b)(4)					

Travel

(b)(4)

Year One

Description	Origin/ Destination	Days/ Nights	Lodging	Airfare	Other	Per Diem	Per Trip Cost	Quantity	Total
(b)(4)									

4

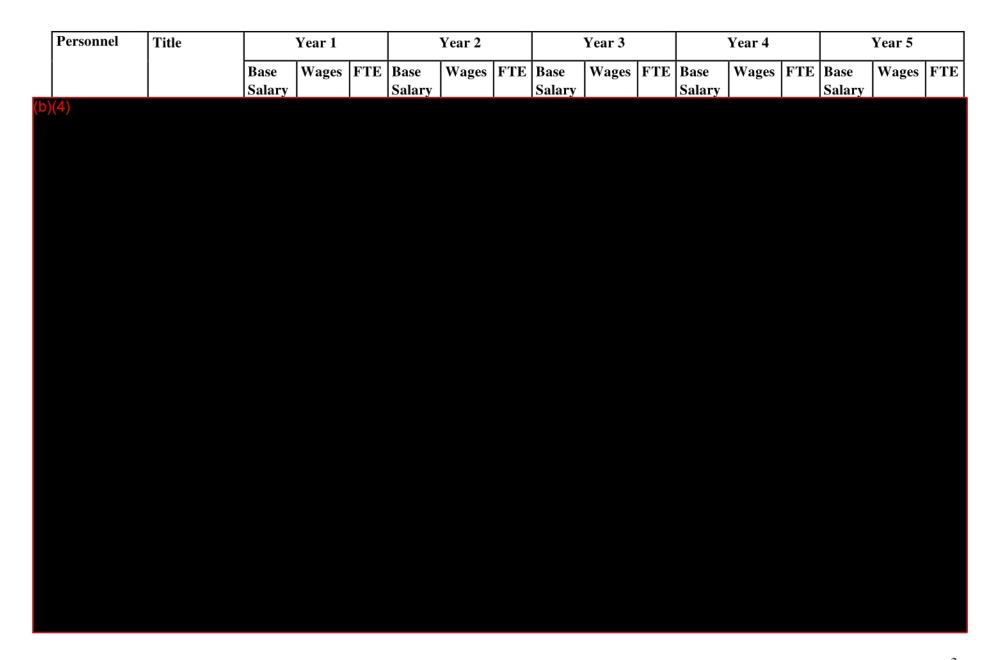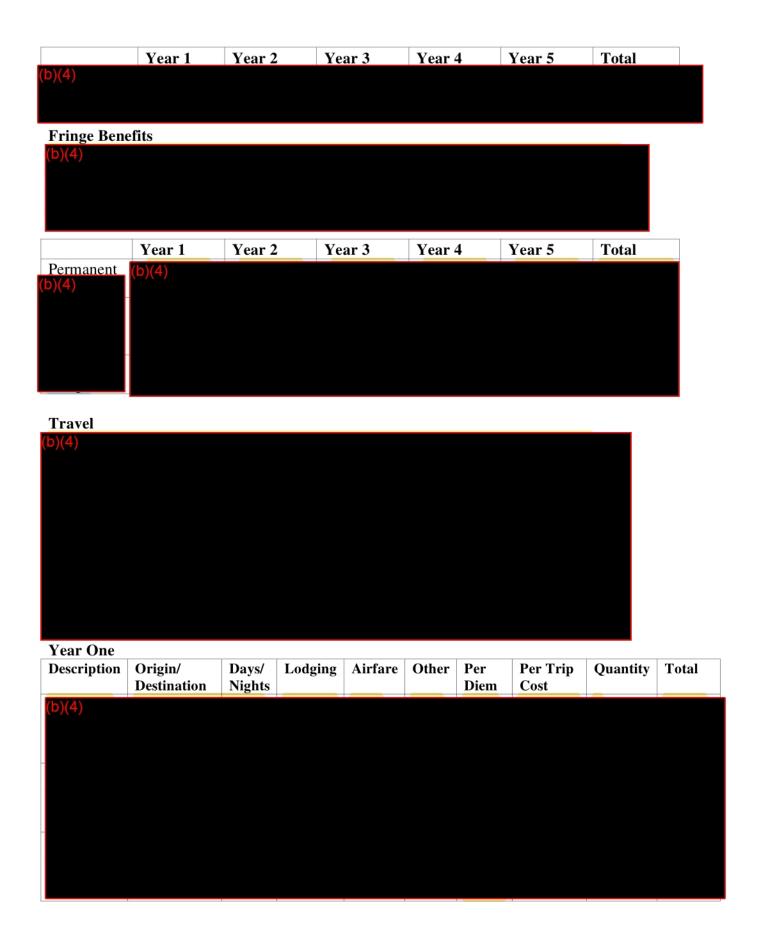*The information contained on this page and in this document are confidential and proprietary to WestEd and should not be shared with any third party without the explicit authorization of WestEd.*

(b)(4)

Year Two

Description	Origin/ Destination	Days/ Nights	Lodging	Airfare	Other	Per Diem	Per Trip Cost	Quantity	Total
(b)(4)									

Year Three

Description	Origin/ Destination	Days/ Nights	Lodging	Airfare	Other	Per Diem	Per Trip Cost	Quantity	Total
(b)(4)									

Year Four

Description	Origin/ Destination	Days/ Nights	Lodging	Airfare	Other	Per Diem	Per Trip Cost	Quantity	Total

BIE ABQ	(b)(4)
(b)(4)	

Year Five

Description	Origin/ Destination	Days/ Nights	Lodging	Airfare	Other	Per Diem	Per Trip Cost	Quantity	Total
(b)(4)									

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
(b)(4)						

Equipment – N/A

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Supplies*

This category includes the general office materials such as pens, notepads, markers and accessories (e.g., phone headsets and Mac adapters). Special purchases of materials for specific projects should not be applied to the general supply pool. This pool also includes expenses for general mailing. If a project requires heavy mailing of program materials, the costs should be budgeted for and charged directly to the project.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
(b)(4)						

Contractual

WestEd's agency policy and procedures for procurement abide by the OMB Uniform Guidance Procurement Standards, Sections 200.317-200.326. WestEd has officially adopted and implemented these procurement standards and all written policy and procedures are current.

WestEd will enter into two subcontracts for this project.

The Academic Development Institute (ADI) will focus its work in this region on Strategic Performance Management (SPM) in the Bureau of Indian Education and introduce SPM to Oklahoma and New Mexico where it will also provide a model for district and school-based performance management. In addition, ADI will work with the Tribal Education Department National Assembly (TEDNA), tribes, and states to improve the quality of education for American Indian students, especially supporting tribal engagement in schooling and strong instructional and cultural programs in schools with American Indian students. (b)(4) (b)(4)

University of Virginia (UVA) will host SEA Executive Team Leadership professional development and training workshops (b)(4)

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
(b)(4)						
(b)(4)						

Construction – N/A

7

Other

Telephone*
This category includes all hardware and expenses related to telecommunications. It includes, but is not limited to, ShoreTel equipment such as desk phones, network routers and phone system cabling. This also includes fees for telephone service, support, and conference calling.

(b)(4)

Copying and Shared Equipment*
This category includes all general office fees for copier leases and usage of scanners, copiers and printers in WestEd offices. Special printing and copying will be expensed directly to the project. This category also includes equipment that is shared within an office location such as shredders, LCD projectors and screens, video conferencing equipment and location specific computers.

(b)(4)

Information Systems
Information Technology (IT) comprises several different functions or services that directly support projects. It includes:

- Personal Computers*—This category consists of all computer equipment that is assigned to users or in storage/inventory. This includes laptops, desktops, iPads, monitors, and the initial purchase of keyboards and mice for new WestEd staff.

- Information Services*—This category consists of the costs related to providing general technical support to staff on issues related to networks, data recovery, software applications, MAC and PC hardware problems, database support, etc. It also includes costs related to the implementation, maintenance and support for the overall data network, telecommunications, and business applications for the agency.

- Network Systems*—This category consists of the costs for providing the overall data network system for the Agency. It includes, but is not limited to, network related equipment such as servers, network routers, wireless access points and cabling. This also includes fees for internet services providers, system and equipment maintenance, business software applications such as Box and Smartsheet, firewalls, and server support.
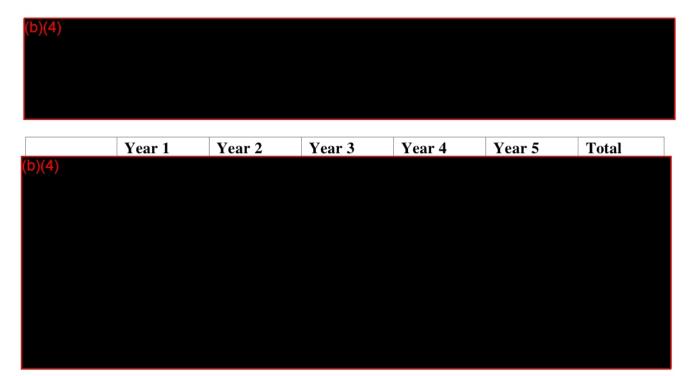
8

(b)(4)

*Facility**
Facility represents the rent and/or occupancy of project office space at a specific WestEd location.
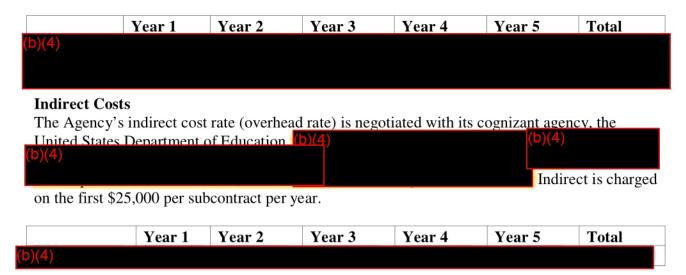
(b)(4)

*Program Support**
Program support includes administrative services and program services. Administrative services represent expenses such as human resources, insurance, legal, membership dues, and general administrative. Program services consist of activities involving staff planning, quality review, staff development, work planning, and staff evaluation; they also include library assistance to WestEd staff.

(b)(4)

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
(b)(4)						

9

Total Direct Costs

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
(b)(4) ███						

Indirect Costs

The Agency's indirect cost rate (overhead rate) is negotiated with its cognizant agency, the United States Department of Education. (b)(4) ████████████████ (b)(4) ███████ (b)(4) ██████████████████████████████ (b)(4) ██████████████████████████ Indirect is charged on the first $25,000 per subcontract per year.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
(b)(4) ██████████████████████████████████████						

Training Stipends – N/A

Total Costs

(b)(4) ████████████████████████████████████

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Total Costs	$1,647,431	$1,647,431	$1,647,431	$1,647,431	$1,647,431	$8,237,155

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* General expenses in these categories are pooled by office location and allocated to projects on the basis of labor hours charged. WestEd uses a target allocation rate based on the previous year's actual rate for charging projects as well as for budgeting purposes. This rate may be adjusted during the year to reflect actual performance. The rate is calculated using the accounting application, Costpoint, which sorts by project the hours each employee reports on timesheets, matches the hours with the location code in the employee's master file, calculates the charges, and allocates the costs based on the project account codes reported on the timesheets.

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization
Academic Development Institute

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs *Enter Rate Applied – 10%						
11. Training Stipends	$0	$0	$0	$0	$0	$0
12. Total Costs (lines 9-11)	(b)(4)					

*Indirect Cost Information (*To Be Completed by Your Business Office*):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1)   Do you have an Indirect Cost Rate Agreement approved by the Federal government?_____Yes   X   No.

(2)   If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From:____/___/_____To:____/___/_____(mm/dd/yyyy)
Approving Federal agency: _X___ED   ____Other (please specify):_____The Indirect Cost Rate is_____%

(3)   If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?   X   Yes_____No. If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4)   If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?_____Yes_____No. If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5)   For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:___Is included in your approved Indirect Cost Rate Agreement? Or___Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is_____%

(6)   For Training Rate Programs (check one) -- Are you using a rate that:_____Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or ____Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4)).

ED 524

Academic Development Institute
(ADI) BUDGET JUSTIFICATION
Region 13 Comprehensive Center
Bureau of Indian Education, New Mexico,
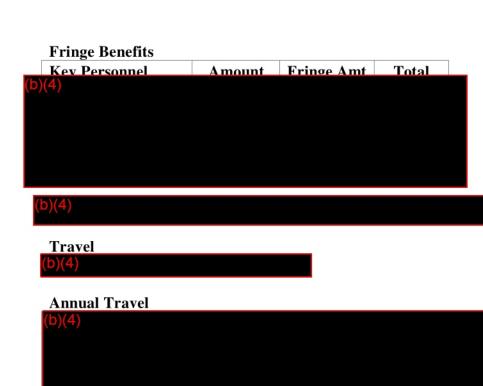**Oklahoma October 1, 2019 – September 30, 2024**

Personnel

(b)(4)

ADI's projected staffing plan per year is:

Key Personnel	Annual Salary	FTE%	Amount
(b)(4)			

(b)(4)

Withheld pursuant to exemption

(b)(4)

of the Freedom of Information and Privacy Act

Fringe Benefits

Key Personnel	Amount	Fringe Amt	Total
(b)(4)			

(b)(4)

Travel

(b)(4)

Annual Travel

(b)(4)

	Annual Total
(b)(4)	

Equipment – N/A

Supplies

Budgeted at (b)(4) per year, the supplies item will include materials prepared for clients as part of technical assistance activities as well as general office supplies.
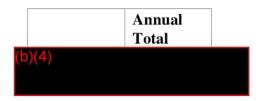
Contractual

(b)(4)

Construction – N/A

15

Other

(b)(4)

	Annual Total
(b)(4)	

Total Direct Costs

	Annual Total
(b)(4)	

Indirect Costs

ADI applies the federal statutory *de minimis* indirect rate of 10% of modified total direct costs (MTDC).

	Annual Total
(b)(4)	

Training Stipends – N/A

Total Costs

	Annual Total
(b)(4)	

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Partnership Vision

The University of Virginia Darden/Curry Partnership for Leaders in Education (PLE) functions under the umbrella of the Darden School Foundation, a 501(c)(3) corporation that operates Darden's world-renowned Executive Education program. PLE draws its strength from the unique collaboration between the Darden School of Business and the Curry School of Education that combines innovative thinking from both fields to address systems level challenges in education.

Through this work, PLE will provide executive leadership training and support for state education agency (SEA) leadership. Our highest aspiration for the program is for each SEA leadership team to identify and confront its most critical challenges, creating better performing schools and positive results for students. In order to reach that aspiration, this program is intended to transform each agency, focusing on building the capacity of executive teams to lead, align, support, monitor and promote statewide initiatives in their respective states. By rigorously naming what is working and what is not working in their agency, by breaking down silos and increasing communication and alignment, and by developing collective leadership capacity, SEA participants will not only have a tremendous impact on the schools they serve, but they will also model leadership for districts and schools in their state.

The following key features will ensure that the SEA program reaches this aspiration:
- World-class leadership development with cabinet leadership with workshop application time a couple times as a cohort of states across the year
- Shared learning across states and a learning environment that enables agency transformation; and
- Ongoing technical assistance and thought partnership from senior WestEd staff to ensure progress and connectivity between programs

UVA-PLE has an organizational history already of positively impacting SEA leadership practice in service to communities in Oklahoma and New Mexico and will during spring and fall of 2019 launch tailored strategic work with BIE. This vision will be further tailored once the Region 13 contract is awarded in order to advance the strategic priorities these state leadership teams identify and help them identify and address their most critical needs as a high performance team.

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Outcomes & Impact: SEA Executive Leadership Project

In partnership with the West Comprehensive Center, the PLE has run a program for AZ, UT, CO, NM, and NV chief state school officers and their executive teams for the last seven years (2012-2019). This program works with SEA leadership teams build their capacity to lead state education goals and initiatives and specifically address the unique challenges needs and priorities of each SEA. This partnership has provided the opportunity to access training, consultation, and coaching from Darden School of Business faculty to address leadership, talent management, strategic planning, performance management, and other internal organizational issues. All executive education programs have been planned in response to needs assessments and designed with the chiefs' input. Teams worked in whole group interactive sessions, under Darden faculty case method of teaching, with individual team time to apply whole group discussions to their own context and identify and resolve issues, address agency specific challenges and plan for improvement.

During the 2017 interviews, SEA leaders reported a number of specific outcomes that have resulted from their professional learning opportunities and cross-state role alike sharing and support. (Utah Education Policy Center 2017).

Some examples:
- SEA leaders consistently report that the executive leadership program has provided SEAs with strategies and tools to **increase their capacity** to set a vision and goals for the organization and engage in more effective strategic planning processes.
- Nevada developed a new strategic plan and a **performance management system** to ensure its implementation and monitor progress that involved all divisions in the agency.
- Utah initiated and implemented a **design-thinking process** to bring coherence and a common approach to cross-program planning.
- Colorado improved **internal communication and collaboration** efforts after a period of several leadership transitions that provided a shared vision and culture within the agency.
- New Mexico increased its **focus on low-performing schools** by exploring how they could better engage all programs within the agency on leadership support and school improvement efforts.
- Arizona increased **communication and cooperation** between its grant management/operations team and its program teams.

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SCOPE OF WORK
Subcontract Between University of Virginia Darden School Foundation on behalf of Darden/Curry Partnership for Leaders in Education and WestEd
Period: October 1, 2019- September 30, 2024

The Darden/Curry Partnership for Leaders in Education (PLE) and WestEd have agreed to partner in order to expand upon the current WestEd SEA leadership program by providing an executive leadership program designed specifically for state education agency (SEA) chiefs and executive teams in Region 13 Comprehensive Center (serving the states Bureau of Indian Education, New Mexico, Oklahoma) Services and budget named are flexible with regard to needs and priorities of state chiefs and location of delivery. PLE would also welcome opportunities for delivering the program with other regional comprehensive centers as appropriate to allow the budget to go further with additional services; if this happens, we will adjust budget accordingly.

This program will focus on working with SEA executive teams in Region 13 states to help build their capacity to lead, align, support, monitor and promote statewide initiatives in their respective states. The PLE and WestEd will collaborate to offer this program through the Region 13 Comprehensive Center. There will be additional costs for room, board, and travel if no programs take place in Charlottesville or Washington DC. Though, if any of these events are combined with another comprehensive center event, the budget for any given event to Region 13 will be substantially reduced and added services or length of the program would be provided.

Each Year Program Designand Objectives(October 1-September 30)

1.75 Day Fall Program — (August, September, October, or November Each Year)
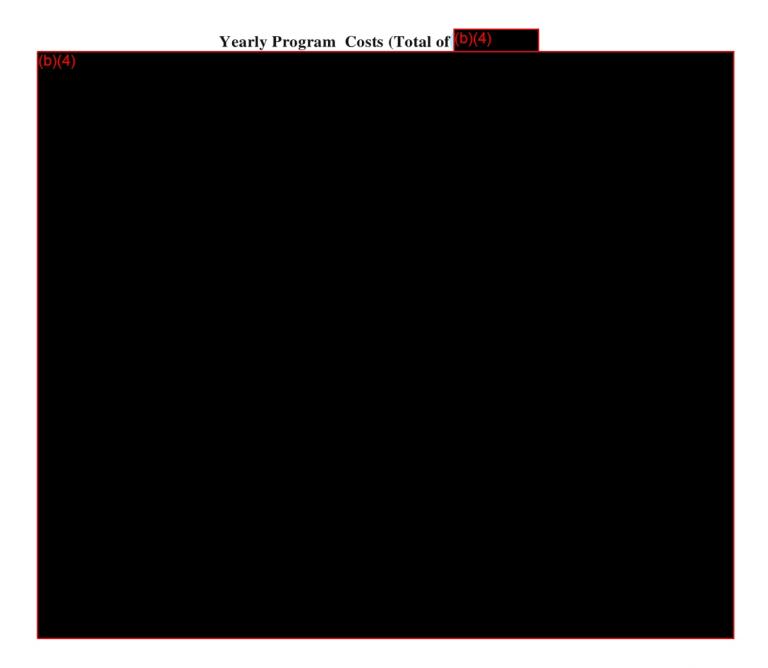Location: Washington, DC or Charlottesville, VA.
This session will center the partnership with a half-day of planning sessions to inform the long-term vision and one day of executive education focused on themes developed in consultation with SEA chiefs. This session will aim to create shared learning across states with intentional effort to celebrate innovation and a learning environment that enables trust and support and advances necessary agency transformation.

State Specific Retreats — (Each state chooses timing for spring or summer). These three, six-hour in-state retreats will provide dedicated support for state leadership teams. A faculty member will lead this session featuring an executive education approach facilitated learning coupled with workshop problem solving that advances strategic work mission-critical to the state leadership team and if possible connected to learning of the previous sessions. These programs can bring in audiences at the state of up to 12 individuals in order to expand the learning to more constituencies and would focus on advancing leadership development in addition to immediate action plans for mission-critical work. We assume the state team will provide meeting space, meals, and onsite administrative support, helping keep costs down. The PLE team would work closely with WestEd leadership to determine a robust foundational approach to retreats each year that both ensures some level of consistency of themes across the three SEAs in order to keep cohort cross-learning alive while also allowing for targeted adaptation per state.

BUDGET

Subcontract Between University of Virginia Darden School Foundation on behalf of Darden/Curry Partnership for Leaders in Education and WestEd
Period: October 1, 2019- September 30, 2024

As subcontractor for WestEd, the Darden/Curry Partnership for Leaders in Education at the University of Virginia proposes a yearly budget with the current subcontract ceiling set at (b)(4). The services below are simply a proposed starting point and we anticipate dialogue with WestEd to determine what is most impactful, making adjustments accordingly. The subcontractor shall be reimbursed for actual, allowable costs incurred in the performance of services approved, in advance, by the WestEd Director. There will be an additional room, board, and travel costs if program needs to take place somewhere outside of Washington DC or Charlottesville.

Yearly Program Costs (Total of (b)(4))

(b)(4)

20

Five Year Program Costs		
Year One		
Service	**Cost per Year**	**Details**
(b)(4)		
Year One Total	(b)(4)	
Year Two		
Service	**Cost per Year**	**Details**
(b)(4)		ations ...s, if ...sts
Year Two Total		(b)(4)
Year Three		
Service	**Cost per Year**	**Details**
(b)(4)		
Year Three Total		(b)(4)
Year Four		
Service	**Cost per Year**	**Details**
(b)(4)		
Year Four Total		(b)(4)
Year Five		
Service	**Cost per Year**	**Details**
(b)(4)		ns f
Year Five Total		(b)(4)
Five Year Program Total		

Other Attachment File(s)

* Mandatory Other Attachment Filename: C1_WestEd_RG13_KeyPersonnelResumes.pdf

Add Mandatory Other Attachment	Delete Mandatory Other Attachment	View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment	Delete Optional Other Attachment	View Optional Other Attachment

Appendix C.1
Key Personnel Résumés

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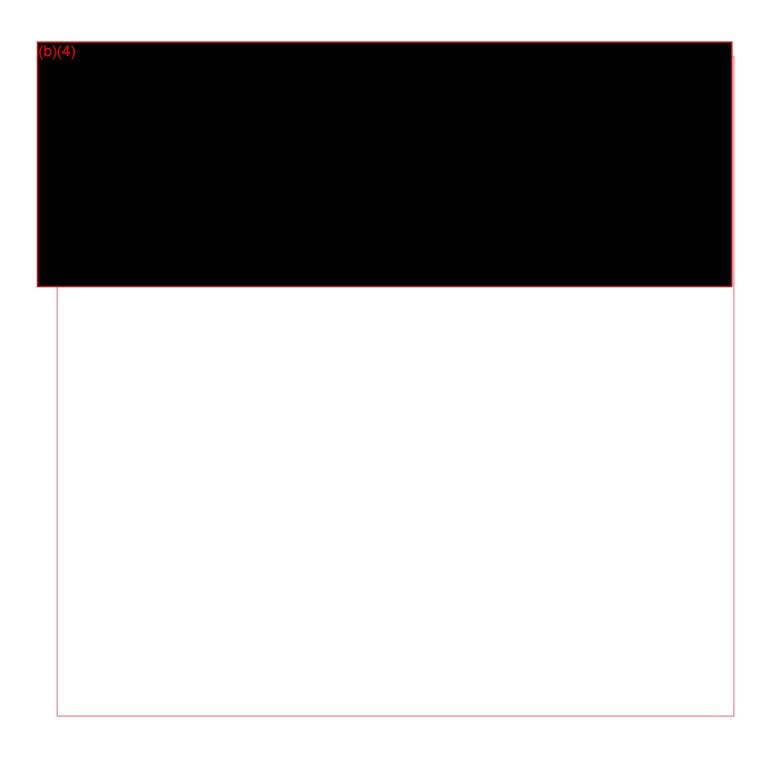Withheld pursuant to exemption

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Appendix A.1

SEA Executive Leadership History Map

WCC History Map: SEA Executive Leadership w/University of Virginia's Darden School of Business, *Partnership for Leaders in Education (PLE)*

	2012 - 2014	**2015 - 2016**	**2017 - 2018**	**2019 - 2020**
ACTIVITIES	**July 30 – August 1, 2012** *Chiefs and Deputies Meeting* *At UVA – Virginia* **January 19-20, 2013** *SEA Meeting - Winter Retreat* *In Arizona* **September 7-10, 2013** *SEA Meeting – Summer Retreat* *At UVA - Virginia* **January 14-15, 2014** *SEA Executive Leadership Mtg.* *In New Mexico* **September 7-10, 2014** *SEA Meeting – Summer Retreat* *At UVA - Virginia*	**January 10-11, 2015** *Chiefs and Deputies Meeting* *SEA Executive Leadership Mtg.* *At UVA – Virginia* **June 26-27, 2015** *SEA Executive Leadership Mtg.* *In Utah* **September 9-12, 2015** *SEA Executive Leadership Mtg.* *At UVA - Virginia* **January 15-16, 2016** *Chiefs and Deputies Meeting* *SEA Executive Leadership Mtg.* *In New Mexico* **May 20-21, 2016** *SEA Executive Leadership Mtg.* *In Arizona* **October 26-29, 2016** *SEA Executive Leadership Mtg.* *At UVA - Virginia*	**February 16-17, 2017** *SEA Executive Leadership Mtg.* *In New Mexico* **May & June, 2017** *State Specific SEA Summer Retreat* *In each state: UT, NV, CO, NM, AZ* **November 6-7, 2017** *SEA Executive Leadership Mtg.* *In Utah* **March & April, 2018** *State Specific SEA Winter Retreat* *In each state: CO, NM, UT, AZ, NV* **September 14, 2018** *SEA Chiefs and Deputies Meeting* *In Colorado* **December 2-4, 2018** *SEA Executive Leadership Mtg.* *At UVA-Virginia*	**April 2019** ***Consultation with AZ Chief and Chief of Staff*** **June 2019** *SEA Executive Leadership Mtg.* *In Colorado and* *BIE Executive Team Retreat in Washington, DC*
PARTICIPANTS & PARTNERS	• AZ, CO, NV, NM, UT, *OK (*2014) • SEA Chiefs (5) • Deputies (5) • Executives (12) • **University of Virginia (PLE)**	• AZ, CO, NV, NM, UT • SEA Chiefs (5) • Deputies (7) • Executives (21) • **University of Virginia PLE**	• AZ, CO, NV, NM, UT • SEA Chiefs (5) • Deputies (10) • Executives (25) • **University of Virginia PLE**	• CO, NV, UT • SEA Chiefs • Deputies • Executives • **University of Virginia PLE**
OUTCOMES	• Established the SEA Executive Leadership Strand • Oklahoma's Chief Executive Leadership joined the Southwest Consortium (*2014) • SEA Executive Leadership identify key organizational priorities	• SEA Executive Leadership develop and share 90-day plans • SEA begins agency-wide collaboration and communication improvements	AZ: Increased communication and cooperation between operations team and program teams CO: Improved culture after series of leadership transitions NV: Established performance management system NM: Increased collaboration on LEA school improvement efforts UT: Instituted design thinking	In progress

Appendix A.2 Five Year Service Plans

BIE State Service Plan

Priority Area: Strategic Performance Management (Educator Effectiveness, School Improvement with a Focus on Diverse Learners, Choice and Opportunity, Early Childhood and Organizational Effectiveness)
Purpose: To build BIE staff capacity in priority areas through implementation of the Strategic Direction plan
CC Lead: Allison Layland
Project Description
The BIE has been in the process of incorporating strategic performance management (SPM) processes and practices in implementing its new Strategic Direction plan. The Strategic Direction goals align with Region 13's five priorities: 1) Early Childhood; 2) Educator Effectiveness; 3) Choice and Opportunity; 4) School Improvement/Diverse Learners; and 5) Organizational Effectiveness. The CC will assist BIE in sustaining and improving strategic performance management processes, structures and practices, reflective of evidence-based practices (EBPs) as well as implement the Competitive Preference Priorities 2(1), 2(2) and 3.
Annual Milestones
Year 1: Complete WestEd's Evidence-Based Improvement guidance facilitation and training for all division leaders across the agency; identify and select SPM EBPs across the Strategic Direction's goals, milestones and action steps to address system improvement.
Year 2: Identify and implement cross-agency and Tribal collaboration structures, processes and strategies that support the use of evidence-based practices in SPM system improvement.
Year 3: Evaluate the application of evidence-based SPM improvement strategies using SPM system (goals, milestone, actions, outcomes) and system data; make system improvement adjustments as needed.
Year 4: Implement quality SPM system data-driven decision-making and increase Tribal engagement processes in SPM improvement cycles.
Year 5: Establish continuous improvement cycles, processes and structures, and adjust to support BIE school improvement and student needs.

Expected Outcomes		
Short-term Outcomes	**Mid-Term Outcomes**	**Long Term Outcomes**
• Increased understanding and knowledge in the selection and use of EBPs for SPM system improvement (Human Capacity) • Increased cross-agency collaboration and coordination in implementing SPM strategies in a continuous improvement cycle. (Organizational Capacity)	• Improved SPM processes based upon application of EBPs (Organizational Capacity) • Improved use of implementation and outcome data in SPM system with improvement in decision-making (Human Capacity) • Increased Tribal engagement with BIE in a continuous improvement cycle (Organizational Capacity)	• Sustained and improved strategic performance management practices in a continuous improvement cycle • Improved student and school improvement outcomes reflective of the Strategic Direction plan's goals

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Priority Area: Data Systems & Compliance – Corrective Action Plans (CAPs)

Purpose: Prioritize and resolve Government Accountability Office (GAO) and U.S. Department of Education (ED) Title I of ESEA and IDEA Part B findings with improving data system structures aligned to improved federal required data collection and reporting processes

CC Leads: Paul Koehler and Allison Layland

Project Description

Assist the BIE in successfully resolving Government Accounting Office (GAO) and Department of Education (ED) Title I and IDEA findings; achieve and sustain compliance of all federal statutes and regulations related to education of all students in BIE-funded schools through improved systems of data collection and reporting.

Annual Milestones

Year 1: Identify BIE leadership capacity needs and strengths in prioritizing and addressing all CAPs' compliance issues as a system of continuous improvement; develop a "BIE Compliance" logic model/action plan for improving implementation in integrating evidence-based strategies in each compliance area.

Year 2: Establish data collection and reporting structures, systems and routines that improve compliance actions and findings through data systems improvements; identify metrics to improve processes from the Strategic Performance Management (SPM) Strategic Direction plan's system.

Year 3: Measure the impact of revised Title I and IDEA data collection and reporting structures, processes and systems improvements, based on identified metrics from the SPM Strategic Direction plan, including other improved systems, processes and structure measures.

Year 4: Implement and scale up revised and improved Title I and IDEA processes, structures and compliance system improvements across other BIE federal programs; adjust as needed.

Year 5: Establish and sustain continuous improvement cycles that strengthen and support efforts across all BIE federal compliance areas/programs.

Expected Outcomes

Short-term Outcomes	Mid-Term Outcomes	Long Term Outcomes
• Increased knowledge of evidence-based strategies in prioritizing and addressing non-compliance issues across federal requirements (e.g., Title I, IDEA) (Human Capacity) • Increased knowledge, skills and routines in improving data collection and reporting systems across the agency (Human Capacity)	• Developed and improved data systems, processes and structures in place that meet federal data collection and reporting requirements and improved data decision-making. (Organizational Capacity) • Improved structures, systems and routines in place to promptly address and evaluate non-compliance priorities. (Organizational Capacity) • Aligned BIE ESSA Plan and accountability systems (Organizational Capacity)	• GAO and ED federal corrective actions and findings are resolved. • BIE's ESSA State Plan and an accountability system (from Negotiated Rule Making) are approved and in place. • Sustained data system processes and governance supporting quality data-driven decision-making across the agency. • Improved student achievement in BIE schools.

Priority Area: Organizational Effectiveness

Purpose: Increase capacity of BIE leadership to build cross-agency coherence to support LEAs and stakeholders.

CC Lead: Paul Koehler and William Robinson

Project Description

In partnership with the UVA Darden School of Business, the CC has designed and will implement a customized BIE executive leadership program, based on BIE leadership needs and its unique organizational structure. The CC will provide support in improving communication, cooperation and coherence- across the agency, down to the school level.

Annual Milestones

Year 1: Identify policy and process needs of BIE's executive leadership team to lead change, and design customized support that strengthens coherence, collaboration and communication across the agency down to the school level.

Year 2: Design and implement an action plan that strengthens coordination across the agency, reflective of the BIE's Strategic Direction plan.

Year 3: Assess progress in meeting executive leadership and agency goals and adjust as needed.

Year 4: Sustain effective agency programs, processes and structures.

Year 5: Sustain and scale continuous improvement processes agency-wide that best support BIE's schools.

Expected Outcomes		
Short-term Outcomes	**Mid-Term Outcomes**	**Long Term Outcomes**
• Increased understanding of the unique role of the BIE's executive team in leading change and Strategic Direction plan implementation. (Human Capacity) • Increased coordination and collaboration across the BIE in implementing new policies and practices (Organizational Capacity)	• Established processes and structures in place across the agency to implement changes in policy and practice. (Organizational Capacity) • Ongoing professional learning opportunities for BIE leaders to strengthen leadership skill and actions. (Human Capacity)	• Sustained and scaled continuous improvement processes to increase agency capacity and performance. • Improved school performance as a result of increased leadership and organizational support.

New Mexico State Service Plan

Priority Area: Educator Effectiveness **Purpose: Increase educator effectiveness, strengthening the educator career continuum to increase access to effective teachers and leaders for all students.**		

CC Lead: Karen Butterfield, Marie Mancuso

Project Description

NM is in the process of revising its educator evaluation system to focus on professional growth. The revised system is intended to shift from a compliance driven, top-down system to one that is locally designed and implemented with less emphasis on standardized test data and more on improving educator practice. NM also has a critical leaders and teacher shortage, especially in rural areas. The R13CC will support NMPED in implementing a revised educator evaluation system as well as supporting NM in implementing innovative strategies to increase the number of NM's effective school leaders and teachers as outlined in Competitive Preference Priorities 2(1), 2(2).

Annual Milestones

Year 1: Complete revisions to the evaluation system based on input from stakeholders.

Year 2: Amend the NM ESSA Plan as needed and pilot new changes to the system.

Year 3: Implement new policy and practices; share LEA approaches to supporting leaders and teachers.

Year 4: Gather evidence on the impact of the new system on improved educator practice.

Year 5: Establish continuous improvement processes at the LEA level.

Expected Outcomes

Short-term Outcomes	Mid-Term Outcomes	Long Term Outcomes
• Increased understanding of research and evidence-based approaches to educator evaluation systems. (Human Capacity) • Increased cross-agency coordination and collaboration to support new talent development and management systems. (Organizational Capacity)	• Improved policies and practices in NM's educator evaluation system. (Policy Capacity) • Increased number of educators who have access to differentiated professional growth. (Human Capacity)	• Increased access to effective leaders and teachers.

Priority Area: School Improvement with a Focus on Diverse Learners

Purpose: Improve low-performing schools by applying evidence-based programs, practices, and interventions to raise student achievement and close achievement gaps.

CC Lead: Lenay Dunn, Barbara Jones

Project Description

NMPED is redesigning its guidance and support for the use of EBPs to select, implement and evaluate evidence-based programs, practices and interventions in order to close achievement gaps for diverse learners such as American Indian, English Learners (ELs), early learners, and disadvantaged students. R13CC will assist NMPED in improving selection, implementation, and evaluation of appropriate EBPs to improve instruction for diverse learners.

Annual Milestones

Year 1: Conduct a needs assessment and root cause analysis to identify key supports for educators.

Year 2: Provide professional learning on evidence-based practices for EL instruction, culturally and linguistically responsive instruction, trauma informed instruction and social and emotional learning to increase educator capacity to meet the needs of diverse learners.

Year 3: Provide processes to gather and review evidence of student progress; identify effective strategies and models; recognize educators and students for significant improvement.

Year 4: Disseminate best practice models and EBPs that support student growth.

Year 5: Expand/scale models that best address increased learning among diverse learners.

Expected Outcomes

Short-term Outcomes	Mid-Term Outcomes	Long Term Outcomes
• Increased understanding of the identification and selection and use of EBPs in addressing the needs of diverse learners. (Human Capacity) • Increase NMPED cross-program coordination and collaboration to support LEAs and educators in meeting the needs of diverse learners. (Organizational Capacity)	• Establish ongoing professional learning opportunities for educators in culturally and linguistically responsive instruction and trauma informed practices. (Human Capacity) • Established structures, processes and procedures to support LEAs and schools in implementing evidence-based practices for school improvement. (Organizational Capacity)	• Increased number of American Indian and EL students who have demonstrated growth in learning and achievement.

Priority Area: Choice and Opportunity

Purpose: Increase access to more opportunities for rural, disadvantaged, and low-income students, providing choice and options to pursue personalized pathways.

CC Lead: Sheila Arredondo

Project Description

NM intends to increase student access to advanced coursework, career learning through digital and virtual innovative technologies, career and technical education (CTE) opportunities and internships, particularly in rural areas (Competitive Preference Priority 3). RG 13 CC will assist NMPED in working towards its strategic "Route to 66" goal that students will be prepared upon graduation for college and career.

Annual Milestones

Year 1: Convene stakeholders and complete a needs assessment to determine the degree to which students have access to career mentors, advanced courses, and college and career opportunities in rural settings; identify implementation successes/challenges.

Year 2: Develop an implementation action plan with identified metrics to measure progress/success that support students' access to career learning opportunities.

Year 3: Provide processes to gather and review evidence of progress of increased student access to college and/or career opportunities, internships and advanced coursework via technologies; identify effective strategies and models.

Year 4: Disseminate best practice models and EBPs that support student access to college and/or career learning opportunities in rural settings.

Year 5: Expand/scale models that best address rural student access to college and career opportunities.

Expected Outcomes

Short-term Outcomes	Mid-Term Outcomes	Long Term Outcomes
• Increased understanding of the identification and selection and use of EBPs and virtual-digital technology platforms in improving student access to advanced courses and college and career opportunities. (Human Capacity) • Increase in virtual career learning opportunities. (Organizational Capacity)	• Increased application of EBPs in a continuous improvement process that includes use of digital-virtual technologies. (Organizational Capacity) • Established structures, processes and digital/virtual technological procedures that support LEAs and schools in increasing student access to college and career opportunities in rural settings. (Organizational Capacity)	• Increased number of students who have access to college and career learning opportunities in rural areas through digital and virtual technologies

Priority Area: Early Childhood

Purpose: Increase access to high-quality early childhood programs to ensure all children have a strong foundation for learning.

CC Lead: Tamarra Osborne

Project Description

NM has identified increasing access to effective early childhood programs as a goal of this administration. The R13CC will assist NMPED in identifying evidence-based programs, practices, and interventions that improve early learning and develop structures and processes to support their use in early childhood programs.

Annual Milestones

Year 1: Develop and implement training plan on evidence-based programs, practices, and interventions for educators in early childhood.

Year 2: Implement a plan to determine quality of early childhood programs.

Year 3: Gather evidence on the impact of educator training and practice and student outcomes.

Year 4: Recognize high quality programs and disseminate effective evidence-based practices.

Year 5: Establish continuous improvement processes in quality standards for early childhood programs.

Expected Outcomes

Short-term Outcomes	Mid-Term Outcomes	Long Term Outcomes
• Increased understanding of evidence-based practices in early childhood instruction and assessment. (Human Capacity) • Increased number of early childhood educators trained on evidence-based practices. (Organizational Capacity)	• Established system to identify high quality programs. (Organizational/Policy Capacity) • Increased understanding of characteristics of high-quality early childhood programs. (Human Capacity)	• Sustained and scaled evidence-based practices that support early learning. • Increased early learning outcomes as a result of improved practices and increase in high quality programs.

Priority Area: Organizational Effectiveness
Purpose: Increase capacity of SEA leadership to build internal coherence to strengthen support to LEAs and stakeholders.

CC Lead: Paul Koehler, William Robinson

Project Description
With a new executive leadership team and new policies and priorities, the agency will go through changes that will impact its organizational effectiveness and productivity. In partnership with the UVA Darden School of Business, the R13CC will provide support to NMPED leadership in communication, cooperation and coherence-building in support of the agency's goals and in support of LEAs and stakeholders through transition.

Annual Milestones
Year 1: Identify needs of NMPED's leadership team and design customized support; design and implement a communication plan for staff and stakeholders.
Year 2: Design and implement an action plan that strengthens coordination of support services to LEAs and schools.
Year 3: Assess progress in meeting agency goals and adjust as needed.
Year 4: Sustain effective agency programs, processes, and structures.
Year 5: Sustain and scale continuous improvement processes agency-wide.

Expected Outcomes		
Short-term Outcomes	**Mid-Term Outcomes**	**Long Term Outcomes**
• Increased understanding of the unique role of SEA executive team in leading change and state initiatives. (Human Capacity) • Increased coordination and collaboration across NMPED in implementing new policies and practices. (Organizational Capacity)	• Established processes and structures in place across the agency to implement changes in policy and practice. (Organizational Capacity) • Ongoing professional learning opportunities for NMPED leaders to strengthen leadership skill and actions. (Human Capacity)	• Sustained and scaled continuous improvement processes to increase agency capacity and performance. • Improved LEA and school performance as a result of increased evidence-based support.

Priority Area: Assessment & Accountability

Purpose: Revise NM Assessment & Accountability System to reduce emphasis on large-scale standardized assessment in a balanced assessment system and recognize success using multiple indicators of progress and achievement.

CC Lead: Marie Mancuso, Barbara Jones, Andy Latham

Project Description

NM is currently revising its assessment and accountability system, recently withdrawing from the Partnership for Assessment of Readiness for College and career (PARCC) and revising the state's A-F grading system to place less weight on standardized tests. The R13CC will assist NMPED in responding to stakeholder input, offering technical support in decision making, and in communicating to the field regarded transiting to the new systems.

Annual Milestones

Year 1: Complete revisions to the assessment and accountability system, develop a balanced assessment framework, and plan and deliver support to stakeholders on changes to the system.

Year 2: Amend the NM ESSA Plan and pilot new changes to the assessment and accountability system; complete trainings on the balanced assessment framework and formative assessment practices.

Year 3: Implement new approaches to assessment for learning.

Year 4: Gather evidence on the impact of the new system on improved educator practice and student outcomes.

Year 5: Establish continuous improvement processes in the design and implementation of assessment and accountability policy and practice.

Expected Outcomes

Short-term Outcomes	Mid-Term Outcomes	Long Term Outcomes
• Increased evidence-based practices in assessment and accountability design. (Policy Capacity) • Increased coordination and collaboration across NMPED to communicate consistently and effectively regarding policy and practice changes. (Organizational Capacity)	• Approved amendment to NM ESSA Plan. (Organizational/Policy Capacity) • Increased understanding of assessment literacy and assessment for learning using the balanced assessment. framework. (Human Capacity)	• Sustained and scaled evidence-based practices that support effective assessment practices. • Improved accountability system that recognizes growth and achievement. • Increased student learning outcomes as a result of improved assessment practices.

Oklahoma State Service Plan

Priority Area: Educator Effectiveness
Purpose: Strengthen the educator career continuum to increase access to effective teachers and leaders for all students.

CC Lead: Karen Butterfield, Marie Mancuso

Project Description

OSDE is in the process of addressing its critical teacher shortage and reducing the numbers of teachers on emergency certification by leveraging recommendations set forth by its Teacher Shortage Task Force. The R13CC will support OSDE in implementing the Task Force recommendations as well as supporting OSDE in implementing Competitive Preference Priorities 2(1), 2(2).

Annual Milestones

Year 1: Prioritize a set of Task Force recommendations for action and identify barriers of implementation that include principal and teacher access to professional learning opportunities.

Year 2: Identify policies and practices, informed by evidence, to address strategies for retention and alternative pathways to certification, especially at the PreK-elementary level;

Year 3: Implement new policy and practices; assess progress and impact.

Year 4: Gather evidence in the reduction in the numbers of emergency certificates issued and data on retention alternative pathway outcomes.

Year 5: Establish continuous improvement processes for retention and alternative pathways.

Expected Outcomes

Short-term Outcomes	Mid-Term Outcomes	Long Term Outcomes
• Increased understanding of evidence-based alternative pathways and retention strategies. (Human Capacity) • Increased cross-agency coordination and collaboration to support talent development and management. (Organizational Capacity)	• Improved policies and practices addressing alternative pathways to certification. (Policy Capacity) • Increased number of students who have access to effective teachers. (Human Capacity)	• Reduction in the numbers of teachers on emergency certificates • Increased access to effective teachers

Priority Area: School Improvement with a Focus on Diverse Learners
Purpose: Improve low-performing schools by applying evidence-based programs, practices, and interventions to raise student achievement and close achievement gaps.

CC Lead: Lenay Dunn, Sam Redding

Project Description

The CC will support the alignment of OSDE's offices of School Support & Improvement and Diverse Learners in moving schools from a compliance mindset to continuous improvement, with a focus on identifying, selecting and implementing evidence-based practices that support diverse learners.

Annual Milestones

Year 1: Identify needs of Oklahoma's CSI and TSI schools; identify strengths and gaps in implementation of evidence-based school improvement strategies and interventions in support of diverse learners (English learners, Students with Disabilities, American Indian/Alaska Native and early childhood learners).

Year 2: Design and implement an action plan that strengthens coordination of support services to CSI and TSI schools with a focus on implementation of evidence-based strategies and interventions that support diverse learners.

Year 3: Provide processes that address evidence-based intervention practices that support diverse learners; implement processes/strategies and gather evidence of improved cycles of continuous school improvement.

Year 4: Identify and disseminate successful, evidence-based school improvement/diverse learner intervention models, particularly in CSI and TSI rural schools that serve high populations of disadvantaged and low-income students

Year 5: Sustain and scale school improvement evidence-based practices and models.

Expected Outcomes

Short-term Outcomes	Mid-Term Outcomes	Long Term Outcomes
• Increased knowledge of evidence-based practices and interventions that support school improvement and diverse learner learning efforts. (Human Capacity) • Increased coordination and collaboration across OSDE in strengthening support to schools in improvement. (Organizational Capacity)	• Established processes and structures in place across the agency to support evidence-based school improvement and diverse learner strategies. (Organizational Capacity) • New and/or revised policies based upon research and evidence-based practices to support diverse student needs in CSI and TSI schools. (Policy Capacity)	• Sustained and scaled evidence-based practices that support diverse learner and school improvement efforts. • Improved learning opportunities for all students, particularly for disadvantaged and low-income students.

Priority Area: Choice and Opportunity
Purpose: Increase access to opportunities for rural, disadvantaged, and low-income students for choice and options to pursue personalized pathways.

CC Lead: Sheila Arredondo

Project Description

OSDE is addressing the lack of student access to advanced coursework, career and technical education (CTE) opportunities, work-based learning and internships, particularly in rural areas. The R13 CC will assist OSDE's new office of College & Career Readiness in the implementation and analysis of its College and Career Plan, with a focus on increasing student access to college and/or career learning opportunities through digital and virtual innovative technologies (Competitive Preference Priority 3).

Annual Milestones

Year 1: Convene stakeholders and complete a needs assessment to determine the degree to which students have access to career mentors, advanced courses, and college and career opportunities in rural settings; identify implementation successes/challenges of OK's Individual Career and Academic Plans (ICAPs).

Year 2: Leverage the existing partnerships with higher education, business, chambers of commerce to identify EBPs that will expand opportunities to students in rural settings through digital and virtual technologies; develop an implementation action plan with identified metrics to measure progress/success that support students' Individual Career Achievement Plans (ICAPs).

Year 3: Provide processes to gather and review evidence of progress of increased student access to college and/or career opportunities, internships and advanced coursework via technologies; identify effective strategies and models.

Year 4: Disseminate best practice models and EBPs that support student access to college and/or career learning opportunities in rural settings.

Year 5: Expand/scale models that increase rural student access to college and career opportunities.

Expected Outcomes

Short-term Outcomes	Mid-Term Outcomes	Long Term Outcomes
• Increased understanding of the identification, selection and use of EBPs and virtual-digital technology platforms in improving student access to advanced courses and college and career opportunities. (Human Capacity) • Increased understanding of ICAP development status in grades 6-12. (Organizational Capacity)	• Increased application of EBPs in a continuous improvement process that includes use of digital-virtual technologies. (Organizational Capacity) • Established structures, processes and digital/virtual technological procedures that support LEAs and schools in increasing student access to college and career opportunities in rural settings. (Organizational Capacity)	• Increased number of students who have access to college and career learning opportunities in rural areas through digital and virtual technologies. (Resource Capacity) • All students graduate with a completed and fulfilled ICAP.

Priority Area: Early Childhood

Purpose: Increase access to high-quality early childhood programs to ensure all children have a strong foundation for learning.

CC Lead: Tamarra Osborne

Project Description

OSDE has recently included early childhood in its new Office of Diverse Learners with the intention to ensure the early identification of early learners' diverse needs and improve support to meet those needs. The R13CC will assist OSDE in identifying evidence-based programs, practices and interventions that improve early learning practices, particularly for those with diverse learning needs.

Annual Milestones

Year 1: Assist OSDE in the organizational and planning processes needed for its Office of Diverse Learners to integrate early childhood within other units in the Office e.g., English Learners, American Indian, Gifted & Talented.

Year 2: Implement a plan to improve early identification and support to address early learners' needs based on evidence-based programs, practices and interventions.

Year 3: Gather evidence on the impact of plan, including increased training for early childhood educators and student outcomes.

Year 4: Disseminate best practice models and EBPs that support early childhood learners.

Year 5: Scale and sustain efforts for the early identification of early learners' diverse needs.

Expected Outcomes

Short-term Outcomes	Mid-Term Outcomes	Long Term Outcomes
• Increased understanding of evidence-based practices in early childhood instruction and assessment. (Human Capacity) • Improved coordination and collaboration within the Office of Diverse Learners. (Organizational Capacity)	• Established system to identify high quality programs for the early identification of early learners' diverse needs. (Organizational/Policy Capacity) • Increased understanding of characteristics of high-quality early childhood programs. (Human Capacity)	• Sustained and scaled evidence-based practices that support early learning. • Increased early learning outcomes as a result of improved practices and increase in high quality programs.

Priority Area: Organizational Effectiveness

Purpose: Increased capacity of SEA leadership to build internal coherence to strengthen support to LEAs and stakeholders.

CC Lead: Paul Koehler, William Robinson

Project Description

OSDE is working to increase internal collaboration and cross-program support to LEAs and stakeholders, particularly CSI and TSI schools in an effort to shift to a continuous improvement approach to support. The R13CC will assist OSDE leadership is establishing the culture and climate for cross-program collaboration in order to build internal coherence in supporting LEAs and stakeholders.

Annual Milestones

Year 1: Identify needs of OSDE leadership team and design customize support; design and implement a communication plan for staff and stakeholders.

Year 2: Design and implement an action plan that strengthens coordination of support services to LEAs and schools.

Year 3: Assess progress in meeting agency goals and adjust as needed.

Year 4: Sustain effective agency programs, processes and structures.

Year 5: Sustain and scale continuous improvement processes agency wide.

Expected Outcomes

Short-term Outcomes	Mid-Term Outcomes	Long Term Outcomes
• Increased understanding of the unique role of SEA executive team in leading change and state initiatives. (Human Capacity) • Increased coordination and collaboration across OSDE in supporting LEAs and schools. (Organizational Capacity)	• Established processes and structures in place across the agency to support internal coherence. (Organizational Capacity) • Ongoing professional learning opportunities for OSDE leaders to strengthen leadership. (Human Capacity)	• Sustained and scaled continuous improvement processes to increase agency capacity and performance. • Improved LEA and school performance as a result of increased evidence-based support.

Priority Area: Student Safety and Well-Being

Purpose: Increased capacity of SEA to support LEAs and schools in ensuring the safety and well-being of all students.

CC Lead: Marie Mancuso

Project Description

OSDE has initiated several efforts to address student safety and well-being, through school safety grants and its social and emotional learning initiative. The R13CC will provide planning and implementation assistance to OSDE. WestEd experts from our National Center on Social and Emotional Learning and School Safety will also provide consultation, resources, and support to OSDE in this effort.

Annual Milestones

Year 1: Identify needs of OSDE leadership team and design customized support from WestEd experts; design and implement an outreach plan for staff and stakeholders on evidence-based practices.

Year 2: Design and implement an action plan that strengthens support services to LEAs and schools based on evidence-based practices. Assess policy and resource needs and develop a plan to address them.

Year 3: Assess progress in meeting goals and adjust as needed.

Year 4: Sustain effective agency programs, processes, and structures.

Year 5: Sustain and scale continuous improvement processes agency wide.

Expected Outcomes		
Short-term Outcomes	**Mid-Term Outcomes**	**Long Term Outcomes**
• Increased understanding of evidence-based programs and practices related to school safety. (Human Capacity) • Increased understanding of trauma-informed instruction and social emotional learning. (Human Capacity)	• Established professional learning opportunities to address trauma informed instruction, social emotional learning for educators. (Human Capacity) • Improved resources and policies for school safety. (Policy and Resource Capacity)	• Sustained and scaled continuous improvement processes to improve school safety and well-being. • Established LEA and school practices as a result of increased evidence-based support.

Appendix B.1
Supporting Arizona
Evidence-Based Practices

Supporting Arizona Evidence Based Practices

Need

As the Arizona Department of Education (ADE) began to develop their state plan to respond to the Every Student Succeeds Act (ESSA), ADE recognized the need to better understand the provisions related to evidence-based interventions and their implications. Around the same time, WestEd was developing a guide about these provisions, *Evidence Based Improvement: A Guide for States to Strengthen Their Frameworks and Supports Aligned to the Evidence Requirements of ESSA* to help guide SEAs in developing a framework to support evidence-based interventions as a continuous improvement strategy. ADE requested assistance to better understand the evidence provisions, develop a common definition of evidence to share with Local Education Agencies (LEAs), use the provisions in SEA-developed programs, and consider how to best support LEAs in selecting and implementing evidence-based interventions.

WestEd Technical Assistance (TA)

- The West Comprehensive Center (WCC) at WestEd offered two working sessions for states in the region to understand ESSA requirements and develop ESSA state plans that incorporated their state priorities and approach.

- WCC partnered with the Regional Educational Laboratory West (REL West) at WestEd, to provide more intensive assistance on the ESSA evidence provisions. REL West provided a two-day cross-agency training to ADE in 2017 on the ESSA evidence provisions and the tools included in the WestEd evidence guide.

- REL West provided training to LEAs to help them understand the provisions and assess the evidence for their core reading programs in kindergarten through third grade.

- WestEd, through WCC and REL West, has provided ongoing coaching to ADE on the application of the evidence provisions to SEA programs, including ELEVATE and Move On When Reading.

- WestEd provides feedback on ADE-developed guidance and tools for LEAs to understand the evidence provisions.

- WestEd provides ongoing support to ADE in considering how to support selection and implementation of evidence-based interventions.

Outcomes

- Increased knowledge and understanding of ESSA evidence provisions as evidenced by training surveys and SEA feedback (Human Capacity).

- Structures and processes to communicate a common definition of evidence and evidence-based interventions across the SEA and with LEAs as evidenced by SEA-generated materials (Organizational Capacity).

- Structures and processes to support LEAs' use of evidence in their selection of strategies to meet identified needs, as evidenced by literacy plans and school improvement plans (Policy Capacity).

- Development of materials and guidance to inform LEA selection of strategies, materials, and interventions aligned with ESSA evidence provisions and appropriate use of funds to meet identified needs (Resource Capacity).

Appendix B.2

Region 13 CC

Communication Strategy Plan

Region 13 CC Communication Strategy Plan

WestEd's R13CC leadership and staff are unequaled in experience and success in building relationships through communication. The table below outlines the key audience, modes, frequency, purpose, and outcomes of our communication plan strategies to ensure our services reflect the needs, priorities, and feedback of the United States Department of Education, Region 13 client agencies, and Region 13 recipients.

United States Department of Education				
Audience	**Mode**	**Frequency**	**Purpose**	**Outcome**
Program Officer	Face-to-face meetings	Annually or as requested	Understand the context, direction, and goals of the CC network; ensure our services meet the intent and expectations of the program	Client-centered services to Region 13 SEAs reflect ED expectations and strengthen system coherence
	Video or phone calls	Monthly or as needed	Share project updates; discuss emerging issues and offer a possible resolution	Strengthened system coherence and CC/SEA shared accountability
	Email	As needed	Confirm or clarify information and requests	Region 13 CC is responsive to ED requests; client-centered services reflect ED expectations
	Report submission	Monthly or as required	Submit project updates	Reports provide ED with updates on project progress on milestones and outcomes to measure impact as well as information related to any delays or concerns

Client Agencies				
Audience	**Mode**	**Frequency**	**Purpose**	**Outcome**
SEA Chiefs & Leadership Teams	Face-to-face meetings	Quarterly or as needed	Promote services; conduct needs sensing; engage in deep dialogue to understand the context, direction, and goals that define each chief's agenda and priorities; assess SEA needs; receive feedback on Region 13 CC services	Deepened trust relationship between Chief and CC leadership; workplans reflect SEA priorities and goals and leverage existing resources; workplans are adjusted to meet client needs; Region 13 CC provides responsive, useful client-centered services
	Video or phone calls	Monthly or as needed	Share project updates and stay abreast of changing contexts and/or priorities	Improved CC/SEA collaboration and reciprocal accountability; monthly reports to ED reflect updates to project direction and progress on milestones and measures impact
	Email	As needed	Proactively respond to state requests and needs; clarify CC plans and TA activities; share high-quality resources and information to inform SEA decisions	SEA needs are met by responsive, useful CC support; deepened CC credibility as a source for evidence-based practice and content expertise
SEA Project Leads	Face-to-face meetings	Quarterly or as determined by project work plans and needs	Promote services; project planning, monitoring, and assessing; inter-agency communication opportunities	Deepened trust relationship; clear roles and responsibilities with shared accountability; strengthened systems capacity and coherence; development of field outreach strategies for LEA and school staff and stakeholders, in alignment with workplans; protocols for monitoring work progress

Client Agencies				
Audience	**Mode**	**Frequency**	**Purpose**	**Outcome**
	Video or phone calls	Monthly or as needed	Share project updates; discuss progress on agreed-upon tasks and responsibilities; plan events	Improved CC/SEA collaboration and reciprocal accountability; implementation of field outreach strategies (e.g. events) for LEA and school staff and stakeholders, in alignment with workplans; monthly reports to ED reflect progress on milestones
	Email	As needed	Proactively respond to state requests and needs; share information to inform and execute project tasks; share high-quality resources and information to inform SEA decisions	SEA needs are met by CC support; project tasks are completed as defined by workplans; deepened CC credibility as a source for evidence-based practice and content expertise

Recipients				
Audience	**Mode**	**Frequency**	**Purpose**	**Outcome**
LEA & School Staffs	Face-to-face or web-based platforms	Quarterly or as needed and determined by project workplans	With SEAs, provide opportunities for feedback loops to inform CC projects and SEA supports through engagement opportunities including needs sensing, piloting of resources, sharing of milestone progress, and project priorities and direction	Region 13 CC modifies and improves CC projects based on meaningful feedback from LEA and school recipients; SEAs improve supports and services based on recipient feedback to improve impact; strengthened systems capacity for change and improvement
	Web-based platforms	Monthly or as determined by project workplans	Promote services and products through convenings, Region 13 CC website, and social media outlets	Region 13 recipients are aware of CC services and products to inform local policy and practice
Families & Community Members	Face-to-face or web-based platforms	Bi-annually or as determined by project plans	With SEAs, host forums to learn more about family and community priorities, needs, and feedback to inform project direction; share state priorities and plans for stakeholder input to facilitate and support systems change	Region 13 CC modifies and improves CC projects based on meaningful feedback from stakeholders; SEAs use stakeholder feedback to inform state priorities and plans; strengthened systems capacity for change and improvement
	Web-based platforms	Monthly, or as determined by project workplans	Promote services through convenings, Region 13 CC website, and social media outlets	Region 13 recipients are aware of CC services and products to inform local policy and practice

Appendix C.2

WestEd Subject Matter Experts

WestEd Subject Matter Experts

WestEd staff's extensive subject matter expertise will be leveraged to provide further guidance to support work in priority areas. WestEd professionals hold over 360 advanced degrees, including 120 doctorates in education or other relevant fields such as psychology, sociology, public policy, and statistics. WestEd staff members are nationally known for their work in the priority areas, with their stature and achievements recognized by awards from professional organizations, placement on boards, and selection for high-profile advisory committees. Below are staff profiles for Andy Latham, Sharon Nelson-Barber, Baron Rodriguez, and Maria Santos who will serve as advisors, experts, and thought partners to the Region 13 core staff. A comprehensive list of individuals who will provide subject matter expertise to all WestEd comprehensive centers follows the four staff profiles.

Region 13 Subject Matter Experts

Andrew Latham, PhD, is the Director of the Standards, Assessment, and Accountability Services (SAAS) Program at WestEd. A national leader in education assessment for more than two decades, Dr. Latham will serve as a subject matter expert providing guidance on standards, assessment, and accountability. Latham works closely with national organizations, states, schools, and districts to develop innovative solutions for assessing and setting standards for students and teachers. SAAS is recognized for creating assessment systems that are valid, fair, and aligned with rigorous standards, and for providing state and national policy guidance on building aligned student, school, and educator accountability systems. The focus of SAAS's assessment and standards reviews ranges from language arts, mathematics, science, and social science to emerging fields, such as college and career readiness. Prior to joining WestEd, Latham served in various executive roles at Educational Testing Service (ETS), including leading large-scale K–12 assessment and teacher licensure programs. Latham earned a bachelor's degree in English and American literature from Harvard University, a master's degree in English literature from Boston University, and a doctorate in Educational Psychology from Temple University.

Sharon Nelson-Barber, PhD, is Director of Science, Technology, Engineering, and Mathematics (STEM) and a nationally recognized researcher. Dr. Nelson-Barber's research centers on understanding how students' sociocultural contexts influence the ways in which they make sense of schooling in mathematics and science. She also explores ways in which aspects of

cultural knowledge can become visible in assessment and evaluation to ensure that schooling is equitable for all students. She works side by side with other Indigenous researchers whose communities span the lower 48 states, Alaska, Micronesia, and many areas of Polynesia. In 2009 she formed POLARIS — a research and development network that fosters healthy communities in healthy environments; encourages social and educational transformation; and brings a uniquely Indigenous world view to new frontiers of knowledge. An ongoing project convenes Indigenous elders and scientists to document technical solutions to climate change from both Indigenous and western academic perspectives and heighten international attention to the need to preserve cultures and societies amidst rising waters. Nelson-Barber earned a doctorate in human development from Harvard University, and completed postdoctoral work at Stanford University as a Spencer Fellow.

Baron Rodriguez, MBA, is WestEd Director of Data Privacy and Security. He will advise and support the BIE, NMPED, and OSDE on data management, state longitudinal data systems, and data privacy. Rodriguez is an expert in FERPA, GDPR, and many other data privacy laws. Rodriguez is a nationally recognized expert in data integration, privacy, multi-agency governance and State Longitudinal Data Systems. He has over 25 years of information technology experience and has been in the education space for 16 years. He has provided hundreds of technical assistance engagements such as: onsite facilitation, data integration support, and best practice identification/sharing to nearly every state and territory in the United States. Prior to joining WestEd, he was the Director of the ED's Privacy Technical Assistance Center and the National Center for Education Statistics' State Longitudinal Data Systems technical assistance center. He also worked at the Oregon Department of Education for nearly seven years, overseeing technology and was the project director for the 2007 SLDS grant focused on providing professional development to teachers in the use of data to inform instruction. Rodriguez has an MBA from George Fox University and holds industry certifications including Certified Information Privacy Professional (Europe) and is a certified Project Management Professional.

Maria Santos, MS, is Director of School and District Services and Engagement in the Comprehensive School Assistance Program (CSAP) at WestEd. She will work closely with the Leadership and Capacity Building Service Teams to ensure that school and district services address root causes and include effective family and community engagement strategies. In her

CSAP role Santos provides management, oversight, and leadership to senior engagement managers and school and district facilitators. Santos also develops and implements signature services and advises on the CSAP structures and processes to achieve impact and quality objectives. She is also the Co-chair and Senior Advisor for Leadership at Understanding Language, Stanford University. The project focuses on helping English Language Learners (ELL) meet the rigor of the new College and Career Standards. From 2010–2014, she served as Deputy Superintendent for Instruction, Leadership and Equity-in-Action for the Oakland Unified School District. Prior to 2010, Santos was Senior Instructional Manager and Superintendent for the Office of ELLs at the New York City Department of Education. Santos spent 20 years in the San Francisco Unified School District (SFUSD). As Associate Superintendent, she supervised the development of major instructional improvement initiatives and gained SFUSD the recognition as an Exemplary Site by the ED's National Award for Professional Development. Santos has a MS in educational administration from San Francisco State University.

WestEd Subject Matter Experts

Standards and Assessment
Nancy Gerzon brings national expertise in formative assessment, with a focus on developing models of technical assistance and professional learning to all levels of the education system – students, teachers, school and district leaders, and state department teams. She works with multiple SEAs facilitating state-level formative assessment networks, designing and implementing SEA training in formative assessment, and developing a range of innovative blended learning opportunities for teachers and leaders to develop statewide formative assessment practices.
Bryan Hemberg is the Assistant Director for the Center on Standards & Assessment Implementation (CSAI), a technical assistance center funded by the U.S. Department of Education. CSAI supports states' transitions to new standards and assessments for college readiness. In addition, Hemberg provides technical assistance to state and district clients across the country on issues related to assessment development and transition, standards implementation, and test validation and accountability at the teacher, school, state, and federal levels.
Andy Latham has been a national leader in education assessment for more than two decades, and currently serves as Director for the Center for Standards and Assessment Implementation (CSAI) Comprehensive Center, overseeing assessments for both general education and special populations, as well as alignment studies, standards reviews, and research on appropriate access of standards and fair assessment for all student populations. Prior to joining WestEd, Latham served in various executive roles at Educational Testing Service (ETS), including leading large-scale K–12 assessment and teacher licensure programs, and also spent two years in the United Kingdom running the national Standard Assessment Tests program.

Effective Teachers and Leaders

Sarah Kraemer is the owner of Blueprint for Education, a strategic consulting firm that focuses on designing impactful strategies to support high quality teachers and leaders across the educator continuum. Most notably, Kraemer was technical assistance provider and subject matter expert for the U.S. Department of Education's Teacher Incentive Fund 1-4 Programs, and currently for the Teacher Quality Programs Technical Assistance Center, where she serves grantees who are innovating systems to recruit, develop, and retain high quality teachers and leaders in the country's most needy schools.

Robert Sheffield works closely with state and school leaders to develop professional growth programs for some of nation's most needy school communities and has established LEA networks of practice with funding from the Bill and Melinda Gates Foundation. His system capacity building work has helped to create rapid and sustainable growth for the most at-risk communities and highly diverse populations. Sheffield also works with states and school leaders to build their capacity to strengthen implementation of the new content standards.

Susan Villani has led statewide initiatives in New York, New Hampshire, and Maine and has worked in many school districts to build capacity of teachers and administrators. Having been a principal for 21 years, Villani specializes in consulting and professional development in teacher evaluation, coaching educators to improve instruction, mentoring and inducting new teachers and principals, building collaborative school communities, and formative assessment.

Melissa White works with state education agencies to assess and improve a number of teacher pipeline issues, providing analytics and support to help address teacher and principal labor market issues; systems of teacher evaluation and support; and pre-service teacher education. White is currently leading a multi-year statewide effort in California aimed at reforming university teacher preparation programs.

Effective Teachers and Leaders: Literacy

Cynthia Greenleaf brings over two decades of work conducting cutting-edge research in adolescent literacy and has translated it into powerful teacher professional development. Her work co-developing the Reading Apprenticeship® Instructional Framework has changed classrooms for hundreds of thousands of secondary and college students and their teachers. Three large-scale randomized controlled studies of Reading Apprenticeship have validated its effectiveness in improving students' subject area engagement, literacy, and achievement.

Mary Stump works closely with school leaders at local education agencies across the country to build their capacity for sustained implementation of effective, evidence-based strategies in literacy development. Stump is currently leading the implementation of WestEd's *Reading Apprenticeship,* a highly rated and rigorously tested intervention that prepares educators nationwide to dramatically improve their students' academic literacy across all subject areas.

Effective Teachers and Leaders: Science

Kirsten Daehler has provided technical assistance to state, regional, and local educational agencies for more than 15 years around science teacher professional learning, and the necessary administrator development, program evaluation, formative assessment practices, and professional learning communities to improve student outcomes. Daehler has developed a highly rated, rigorously tested professional development program for science teachers and

staff developers that has been shown to dramatically improve student science education outcomes.

Kathy DiRanna is the Statewide Director for California's K-12 Alliance, which has helped to build district capacity and increase teacher content knowledge and pedagogical skills impacting thousands of teachers and millions of students across California. DiRanna has conducted extensive work in systemic reform funded by the National Science Foundation and has also co-developed K-12 statewide and national professional learning for leadership in science education, content, pedagogy, and in using data.

Effective Teachers and Leaders: Technology

Aleata Hubbard designs and implements systems to clean, organize and summarize data for large-scale program monitoring and she also brings a deep background in computer science standards and implementation. Hubbard recently developed the content standards and strategic implementation plans for computer science standards in California and provides technical assistance to LEAs to develop better ways of assessing computer science initiatives in both formal and informal settings.

Yvonne Kao brings years of experience in the design and implementation of computer science and educational technology and recently served as co-Principal Investigator on the Developing Computer Science Pedagogical Content Knowledge through On-the-Job-Learning from the National Science Foundation. Kao has also contributed to state level content standards in computer science and supports local educational agencies to assess and track student computer science learning and achievement.

Effective Teachers and Leaders: Mathematics

Ann Edwards is the Director of Learning and Teaching for the Carnegie Math Pathways, a program that has been proven to close the gap on mathematics deficiencies in community college students nationally. Edwards oversees the development and implementation of the Pathways instructional system, including curricula, assessments, pedagogy, and faculty development systems. Carnegie Pathways students across the country are succeeding at triple the rate and in half the time as traditional college remedial math programs and high school applications of the intervention are now being implemented.

Alice Klein is a leading expert on how to improve the math readiness of preschool and kindergarten children from economically disadvantaged and ELL backgrounds. Klein co-authored (with P. Starkey) an early childhood mathematics curriculum, Pre-K Mathematics, which received the highest rating of effectiveness from the What Works Clearinghouse. She was also a Principal Investigator for Elementary Mathematics on the What Works Clearinghouse, served on IES grant review panels, and published numerous articles on early childhood mathematics education. Most recently, Starkey and Klein were awarded a prestigious Education Innovation and Research grant from the U.S. Department of Education to scale up their early math intervention work throughout the United States.

Prentice Starkey has been a leading researcher in early mathematical development for more than 30 years and has published critical evidence about how mathematical knowledge develops in infants and young learners. Starkey co-authored (with A. Klein) an early childhood mathematics curriculum, Pre-K Mathematics, which received the highest rating of effectiveness from the What Works Clearinghouse. Starkey has presented on early STEM learning to federal policy makers at the Friends of IES meeting and to state-level staff at the National Conference of State Legislatures. Moreover, he has provided technical assistance to

state educational agencies on math readiness goals and instructional guidelines. Starkey and Klein recently completed a successful Investing in Innovation grant to test the effectiveness of a multi-year early math intervention in California, and they have now been awarded a prestigious Education Innovation and Research Expansion grant from the U.S. Department of Education.

Kirk Walters is an experienced researcher in mathematics education with decades of experience, who began his career as an urban middle and high school math teacher. He leads rigorous evaluations of programs designed to improve K-12 math teaching and learning and can help state and local education agencies make decisions about evidence-based practices. His work includes experimental studies of intensive professional development programs for math teachers, experimental studies of online and blended student courses, case studies of exemplary math teachers and instructional programs, and research partnerships with policymakers and practitioners. Projects have been funded by the U.S. Department of Education's IES and OESE, as well as NSF and private foundations.

Effective Teachers and Leaders: Career Technical Education

Sylvie Hale brings over two decades of leadership experience working closely with state education agencies to build the needed infrastructure to support large scale turnaround efforts. Hale currently serves as co-Director to the San Diego and Imperial Counties Strong Workforce Implementation Project, which is aligning ten community college educational programs with employer requirements so students successfully complete a course of study and are prepared to enter the workforce.

Randy Tillery provides strategic planning and technical support to postsecondary education strategies leading to systemic change and increasing opportunities for low income, underserved populations. He helps to align institutional processes to state and federally mandated reform efforts and has helped to develop integrated education platforms for low income and hard to serve adult populations integrating adult education, community college, and workforce development.

Special Populations: Rural Populations

Danette Parsley has led dozens of large-scale projects supporting school improvement efforts in rural schools and districts. Her experience includes serving as the director of the Northwest Regional Comprehensive Center (NWCC) from 2010 to 2013 and she has provided technical assistance through the Comprehensive Centers program since 2006. For the 2012-19 NWCC grant cycle, she worked with a steering committee to design and implement the Northwest Rural Innovation and Student Engagement (NW RISE) Network, a nationally-recognized initiative that brings together isolated rural educators and state education agency leaders across a five-state region to collaborate in cross-district professional learning communities (see Hargreaves & O'Connor, 2017, for a case study). Parsley has presented nationally and internationally on this network, its design and implementation, as well as the outcomes for rural schools, educators, and their students.

Ron Rickel is a graduate of the University of Virginia School Turnaround Program and serves as a mentor to twenty-eight different principals in Arizona and New Mexico to build leadership capacity to turnaround low performing schools. Rickel previously served as a Superintendent of a small rural district in Arizona for seven years where his schools were recognized several academic recognition awards including National Title I Distinguished School, Arizona A+ School, and U.S. News & World Report Best High School.

Roy Sandoval been recognized at the state and national levels as an expert in creating and sustaining school improvement through the use of longitudinal data and empowering educators to lead. Sandoval has a long history as an educator, and most recently he received national recognition as a turnaround principal for his success at Alchesay High School, which had previously been identified as one of the lowest performing, highest drug/alcohol violence schools in the country.

Special Populations: Indigenous Populations

Sharon Nelson-Barber has worked with indigenous populations to improve educational outcomes for students in the lower 48 states, Alaska, the Northern Pacific Islands of Micronesia and in many areas of Polynesia. Under the West Comprehensive Center Nelson-Barber leads the Tri-state Alliance, a collaboration between WestEd and the State Indian Education Directors in the West region: Arizona, Nevada, and Utah. Together this group has worked to address the educational needs of Indian students in the region by preserving Native language, history and culture; increasing access to effective teachers and leaders; and improving outcomes in low-performing schools with significant numbers of Indian students.

Special Populations: English Language Learners

Leslie Hamburger brings close to two decades working with school and district leaders across numerous states to support their teachers to accelerate language development, academic literacy, and disciplinary knowledge of all students, particularly English learners. She draws upon her years of leadership, technical assistance, and background in learning methodology to design and conduct high quality professional development in for instructional leaders to bring ELs up to grade level in all academic subject areas.

Pamela Spycher has provided professional learning and technical assistance to school districts to implement strong pedagogy for EL learners since 2005. She led the development of the ELA/ELD Framework, ELD Standards, and the ELD Standards Online Professional Learning Modules, as well as the Science and Math Frameworks in CA. She led a U.S. Department of Education Innovation and Improvement (i3) study that was shown to improve academic and English language outcomes for ELs and her research has been published in the *Journal of Second Language Writing* and the *Elementary School Journal*.

Aida Walqui is recognized as a national leader on increasing the academic success of English language learners. Walqui brings over thirty years working on the development of deep disciplinary practices in second languages and was selected as one of the 50 most influential researchers in the last 50 years in the field of English Language teaching. Walqui currently directs the Teacher Professional Development Program at WestEd and one of its signature initiatives, the *Quality Teaching for English Learners (*QTEL*)*, which provides teachers and leaders nationwide with approaches for supporting the conceptual, academic, and linguistic development of English language learners.

Special Populations: Special Education

Silvia DeRuvo provides technical assistance to state and local education agencies to improve education outcomes for students with disabilities through the implementation of integrated Multi-tiered Systems of Support (MTSS)/ Response to Intervention (RTI) models of schoolwide instructional and behavioral supports. She guides states to align instruction to the Common Core State Standards (CCSS) as well as with effective collaborative inclusive special education practices.

Cecelia Dodge works with state and local education agencies to design, develop, and implement statewide initiatives that support *trauma-informed* positive supports and behavior systems. She also provides state education agencies and local education agencies with in depth analysis of their systems to streamline impact across all programs and initiatives related to education.

Tye Ripma brings years of experience and expertise in special education, tier 3 intensive individualized interventions, and state level technical assistance to client efforts to implement PBIS. Ripma is a former Inclusion and Behavior Specialist at the LEA level, and is a Board Certified assistant Behavior Analyst (BCaBA) with experience in trauma informed care and crisis response.

Michele Rovins serves as the Associate Director of the National Center for Systemic Improvement (NCSI), am OSEP-funded technical assistance center that helps states transform their systems to improve outcomes for infants, toddlers, children and youth with disabilities. Specializing in systems change, technology systems development, implementation, and evaluation, Rovins has successfully managed several projects for the U.S. Department of Education and served as the chief of staff for the assistant secretary for the Office of Special Education and Rehabilitative Services (OSERS).

School Finance

Alexander Berg-Jacobson conducts research related to education finance, strategic resource allocation, and cost modeling and provides collaborative research-based capacity building to education practitioners including direct organizational improvement assistance and facilitating stakeholder engagements. Prior to joining WestEd, Berg-Jacobson worked as a researcher and technical assistance provider for the American Institutes for Research (AIR) and worked as a part of the Center on Great Teachers and Leaders providing direct support to state education agencies across the country to improve with respect to educator quality and equitable access to excellent educators.

Sara Menlove Doutre is an expert in special education finance with significant experience consulting with states and school districts on compliance with federal and state fiscal regulations and innovative models to fund strategic activities to improve outcomes for students with disabilities and all students. Doutre leads technical assistance activities for the national Center for IDEA Fiscal Reporting and the National Center for Systemic Improvement Fiscal Support Team. She has assisted multiple states and LEAs including Texas, New Hampshire, Washington, Alaska, and California and presented on special education finance at the OSEP Leadership Conference, the National Association of State Directors of Special Education, and the Association of California School Administrators.

Jason Willis is a school finance expert that provides consultation and advice to SEAs and LEAs nationally as they explore the challenges and opportunities of changing school funding policy and how to manage competing priorities to ensure the best outcomes for students. Willis has advised states, national education organizations, and commissions on the formation of funding and accountability systems including California, New Jersey, Maryland, Louisiana; the Data Quality Campaign; the National Governor's Association; the California Community Colleges Chancellor's Office; and the National Equity and Excellence Commission.

SEL and School Climate

Jenny Betz supports state education agencies and district leaders to build their capacity to improve school climate and create a positive environment for teaching and learning. Betz also worked with the Now is the Time (NITT) Technical Assistance Center, providing technical assistance, coaching, and training to state and local grantees in the assessment and implementation of high-quality school climate policies and programs, with an emphasis on youth voice and sustainability.

Christina Pate is Deputy Director of the U.S. Dept. of Education's Center to Improve Social and Emotional Learning and School Safety and is the implementation lead for the National Institute of Justice's Comprehensive School Safety Initiative. Pate has also served as a technical assistance liaison to SEA and LEA grantees on Project AWARE (Advancing Wellness and Resiliency in Education) on the Substance Abuse and Mental Health Services Administration's (SAMHSA's) Now is the Time (NITT) Technical Assistance Center.

Early Childhood

Gerrit Westervelt is a national leader in the movement to build comprehensive early childhood systems in every state, and has helped dozens of states improve their governance, quality rating and improvement and professional development systems for young children. Westerfield led the creation of the Quality Rating Improvement System (QRIS) National Learning Network, a peer learning and support network to refine and scale up early childhood quality rating and improvement systems across the nation.

Appendix D.1
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Citations

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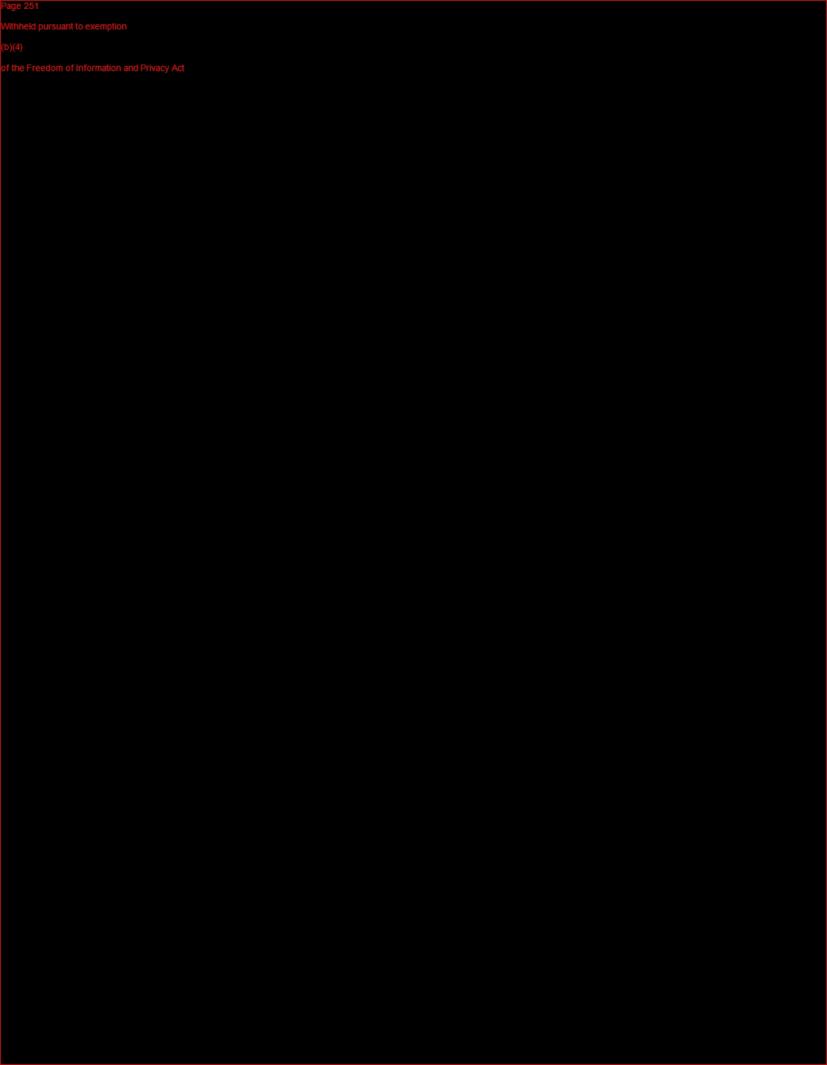
Appendix E.1
Letters of Commitment and Support

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